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CALIFORNIA LIBRARIAN



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CALIFORNIA LIBRARIAN

Official Periodical of the California Library Association

Volume 18, No. 4

October, 1957

RAYMOND M. HOLT, *Editor*

HENRY MILLER MADDEN, *President*

MRS. W. R. YELLAND, *Executive Secretary*

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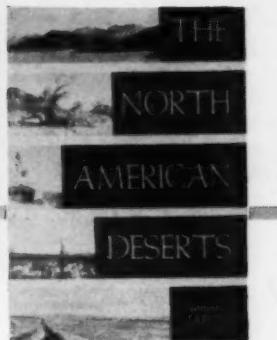
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PLEASE NOTE:

MOVING ALA HEADQUARTERS. Edwin Castagna, CLA's Delegate to ALA asks that CLA's ALA members take particular note of the proposed moving of ALA headquarters and to express themselves by voting.

In 1955 the Executive Board appointed a subcommittee to study the matter of the location of ALA headquarters. The report of the subcommittee, as published in the May 1957 *ALA Bulletin*, was approved by a majority of the Executive Board and referred to Council. At the Kansas City conference, Council, by roll-call vote, approved the two recommendations of the subcommittee, which were to sell the present site and building in Chicago and give preference to a Washington, D.C. location for headquarters. Members of the Association subsequently presented a certified petition, in accordance with the Constitution, to rescind the action of Council and to submit the issue to a membership vote. Two of several reasons given for initiating the petition were: recognition of the interest of individual members in such an important decision and the fact that a large number of Council members (65) were absent or did not answer the roll-call.

The ballot for a mail vote will appear only in the September *ALA Bulletin*. In the same issue will appear an article opposing the recommendations of the subcommittee. ALA members are urged to re-read the committee report in the May *Bulletin* and read the opposing arguments in the September *Bulletin* and send in their votes which must be in the mail by October 15.

CLA'S ACTIVE DOCUMENTS COMMITTEE is sponsoring two workshops this fall, one in Oakland and one in Los Angeles. George M. Bailey, Subject Specialist at University of California at Davis is Chairman of the Committee. Miss Constance Lee, Head, Reference Section, California State Library will chair the northern meeting while Mary Ryan, Government Publications Room at UCLA will chair the southern conclave.

The northern group will meet Friday, December 6, at Oakland Public Library.

Attendance will be limited to 100 and luncheon will be served in the Library.

The meeting will be divided into 3 groups:

1. **Bibliography**

(A selected list of indexes and bibliographies which are most useful in work with government documents)

Speakers: Mae Cowden, Reference Librarian, Fresno County Library
Elizabeth Landrum, Reference Librarian, Fresno State College Library

2. **Maps**

(Government map publishing with special emphasis on California maps)

Speakers: Amelia White, Government Publications Section, California State Library
William F. McCoy, Government Publications Section, California State Library

3. **United Nations Documents**

Chairman: M. M. Cook, Reference Librarian, Mills College

Speakers: Mary Elizabeth Hughes, Principal Documents Librarian, Stanford University
Mrs. Eleanor Engstrand, Documents Department, University of California, Berkeley

The southern meeting is set for Friday, November 15 at 10:00 a.m. at the Institute of Aeronautical Science, 7660 Beverly Blvd., Los Angeles and will discuss government publications in the fields of science and technology. The tentative schedule reads:

10:00 Introduction: Importance of technical publications and problems in their use—Mrs. Johanna Tallman, Head, Engineering Library, UCLA

10:30 Atomic energy publications—Mrs. Phyllis Allen, Head, Atomic Energy Project Library, UCLA

11:00 ASTIA publications—Representative from U.S. Armed Services Technical Information Agency (to be arranged)

11:15 Technical reports — Mrs. Johanna Tallman, Head, Engineering Library, UCLA

11:45 Lunch

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1:30 Scientific and technical government publications for the general public —Mr. Dalton A. Degitz, Head, Science and Industry Section, San Diego Public Library. (Details to be arranged later.)

Further information may be had by writing either of the meeting chairmen or Documents Committee Chairman George M. Bailey at Davis.

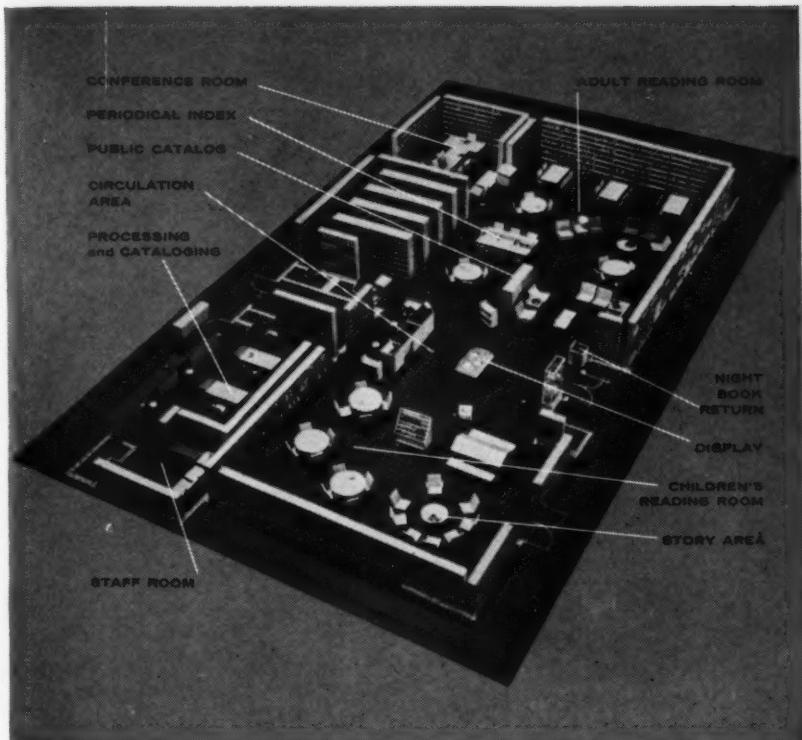
ACTION TO ESTABLISH AN EDITORIAL committee to assist the Editor of *CL* in policy matters has been taken. Chairman of the new committee is Alan D. Covey, Librarian Sacramento State College. Committee members include Fred Wemmer, Sacramento County Library, Miss Rosemary Livesey, Head of Children's work, Los Angeles Public Library, Fernando Penaloza, member of the faculty, Graduate School of Librarianship at USC, and Karl Vollmayer, Documents Librarian at Richmond Public Library.

SCHOLARSHIPS AWARDED for the 1957-58 academic year at USC School of Library Science have just been announced by Dr. Martha T. Boaz, Dean. The following students received half-tuition scholarships: *Frances Bandel, Kathryn Forrest, Lovina Goodale, Oscar Smallders, Rhyllis Weisjohn, Richard Zumwinkle*.

The California Congress of Parents and Teachers awarded its annual Children's Librarian Fellowship to *Elizabeth Colette Poore*. This fellowship was for \$750.00 and was designed to promote interest in library work with children and young people.

The Medical Library Association awarded two \$150.00 scholarships to students interested in taking the Bibliography of the Biomedical and Physical Sciences course offered this summer in Library School. The recipients were: *Lee J. Mosley, Arnold D. Ehler*.

The library school also announced two extension courses to be offered in Riverside this fall: A course in Reference Sources and Services and one in Reading Guidance for Children. Complete information can be had by writing Dr. Boaz at USC.



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FROM THE PRESIDENT

BY HENRY MILLER MADDEN

IT COMES ALMOST AS a shock to me to realize that this October issue of the *California Librarian* is my last chance to report my doings as President. The year has sped by imperceptibly. January, with its meeting of the Finance Committee and its general planning for the year, seems but a week removed. The long trips up Highway 99 to Sacramento to testify for our legislative program (and more frequently to testify against the various attempts at censorship) seem to have taken place a few days ago. And surely it was only yesterday that I was in San Marino at the excellent Southern District meeting, and at Eureka, in a drenching rain so refreshing to someone from the San Joaquin Valley, participating in the Redwood District meeting. Incidentally, how stimulating it is to see the eagerness with which *all* librarians in this corner of the state turn out for this annual meeting! If the same proportion of attendance were realized in the more populous districts, the gospel would spread more rapidly.

Could it have been further away than yesterday that the Volkswagen was taking me to Willows, letting me see the northern Coast Range rising to the west? And in that village one sees the place that a library can occupy in the life of a community when it is esteemed and properly supported. The other district meetings are close in memory — the Golden Gate in the grounds at Del Monte, where radar installations loom over the few remains of what was once a great resort, the Golden Empire in the quiet setting of the University's bucolic branch, and Yosemite District nearest of all, in Visalia, the Valley's prettiest town. All this sounds rhapsodic, and is meant to — because the travels of a President to the district meetings enable him to see the full sweep of our state, and to dream about the paradise it would be if candidacy for all elective public offices could be restricted to librarians.

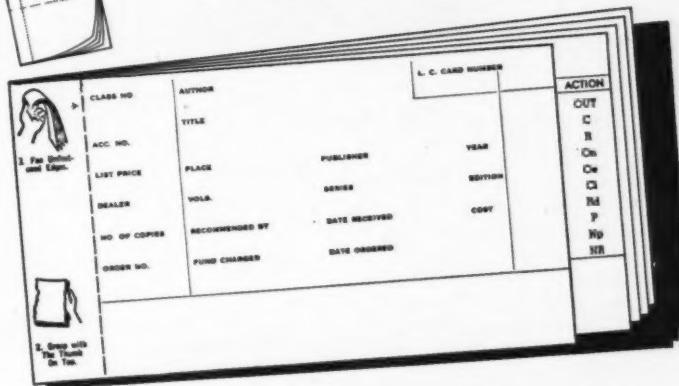
This may strike you as the dream of a hashish smoker, and I agree with you sufficiently to be moved to point out, in my defense, that the duties of the President require action as well as dreaming. Specifically, the Association has been seeking financial aid from various foundations, and this requires the writing of many letters to various foundations. We have also been struggling with the Federal civil service to attempt to prevent the appointment of persons not professionally qualified as librarians. Preparations for the Annual Conference, of course, demand a great deal of time.

Financially, the Association seems to be in good shape. We have made modest gains in membership, and we have been cautious in expenditures. Our domestic economy is capably handled by our conscientious Executive Secretary, who has the gift of being both unobtrusive and able to give sage advice when it is needed.

As the officer who presides at meetings of the Executive Board, I have been impressed by the earnestness with which the members devote themselves to the professional organization which you have elected them to manage. In a wider circle outside the Executive Board are our various committees, who have labored steadily to advance their segments of librarianship. The almost complete success of the Legislation Committee deserves special attention; both the Documents Committee and the Recruitment Committee have been very busy, and the Public Relations Committee has carried out an ambitious program.

The next column, in this series, will be by George Farrier, whose period of heir-apparenacy will come to an end on 31 December. From the labors of the current year, with a renewed feeling of obligation to the librarians of California who have entrusted me with this office, I can retire to a physical rest which I think any President of the California Library Association feels he needs after a term in office.

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59th Annual Conference

Fresno, 16-18 October, 1957

PROGRAM

MONDAY - 14 OCTOBER

- 1:30 P.M. California County Librarians, Mrs. Carma R. Zimmerman, State Librarian, presiding.
Official annual meeting for county librarians only.

TUESDAY - 15 OCTOBER

REGISTRATION—2:00 to 9:00 P.M., Hotel Californian.

- 9:30 A.M. California County Librarians. *Official annual meeting for county librarians*, continued.
 10:00 A.M. State College Librarians, Mrs. Helen Everett, Librarian, Humboldt State College, presiding.
Annual meeting for College Librarians of the California State Colleges only.
 12:30 P.M. California County Librarians. Luncheon open to guests. *Topic and speaker to be announced.*
 2:00 P.M. State College Librarians. *Annual meeting*, continued.
 2:30 P.M. California County Librarians. *Official annual meeting for county librarians*, continued.
 5:00 P.M. Executive Board Meeting.
 8:30 P.M. OPENING RECEPTION. A time of welcome, of greeting friends, of being entertained, with refreshments; Empire and Vintage Rooms, Hotel Californian.

WEDNESDAY - 16 OCTOBER

REGISTRATION—8:00 A.M. to 5:00 P.M., Fresno Memorial Auditorium

- 9:00 A.M. Briefing session for recorders. Fresno Memorial Auditorium, Room 110.
 10:00 A.M. FIRST GENERAL SESSION. President Henry Madden, presiding. Program sponsored by the Public Libraries Section, Harry M. Rowe, Jr., President.
Professor Oscar Kaplan, San Diego State College: "As Others See Us."
Observance of the centennial of the birth of James L. Gillis. Eleanor Hitt Morgan, Harriet G. Eddy, Susan Smith, speakers. Report by the chairman of the Gillis Centennial Committee, John D. Henderson.
 12:30 P.M. Open luncheon. Professional Education Committee, Frances Henselman, Chairman, and Public Libraries Section, Harry M. Rowe, Jr., President, joint sponsors.
Marjorie Fiske, Director of Book Selection Study, University of California: "Librarians Look at Education for Librarianship," with discussion.
 12:30 P.M. Open luncheon. Gillis Committee. A friendly gathering of those associated with James L. Gillis, and those interested in the earlier days of California libraries.
 Open luncheon. Documents Committee, George M. Bailey, Chairman. *Marvin L. Blanchard, State Department of Finance: "Distribution of California State Publications."*
 Open luncheon. Librarians of Hospitals and Institutions, Margaret Cressaty, presiding.
Organizational meeting.
 Closed luncheon. Recruitment Committee, Clayton Brown, Chairman.
 2:30 P.M. SECOND GENERAL SESSION. President Henry Madden, presiding. Annual meeting of the membership (I). *Presentation and discussion of incorporation and bylaws.*
 6:30 P.M. Open dinner. College, University and Research Libraries Section, J. Richard Blanchard, President. Dr. Andrew Horn, Occidental College: *"A Backward Glance with an Eye to the Future."*
 7:30 P.M. Open meeting. Recruitment Committee, Clayton Brown, Chairman. Discussion of recruitment, and showing of films suitable for use in recruitment.
 Open meeting. Audio-Visual Committee, Charlotte Speik, Chairman. Panel discussion, Martha Todt, chairman: *"Library Film Programs: Educate or Recreate?"*

- 8:00 P.M. Open meeting. Library Development and Standards Committee, Harold L. Hamill, Chairman. Review of 1957 and plans for 1958. Reports of sub-committees.
 Open meeting. Intellectual Freedom Committee, William R. Eshelman, Chairman. The year's activities.
 Open meeting. Librarians of Hospitals and Institutions, Margaret Cressaty, presiding.
 Organizational meeting.
 Open meeting. Staff Organizations, James R. Cox, presiding. *Organizational meeting.*

THURSDAY - 17 OCTOBER

REGISTRATION—8:00 A.M. to 5:00 P.M., Fresno Memorial Auditorium.

- 7:45 A.M. Open breakfast. Adult Education Committee, Katherine Chastain, Chairman. *Symposium: Adult education activities in southern California; report on ALA and CLA Adult Education Institutes.*
 Open breakfast. Trustees Citation Committee, Edith W. Taylor, Chairman.
 Closed breakfast. Documents Committee, George M. Bailey, Chairman.
 10:00 A.M. THIRD GENERAL SESSION. Vice President George F. Farrier, presiding. Program sponsored by the College, University, and Research Libraries Section, J. Richard Blanchard, President. *Dr. Herman H. Fudder, Director of Libraries, University of Chicago: "Books, Libraries, and Automation."*
 12:30 P.M. Open luncheon. Public Relations Committee, Faythe Elliott, Chairman. *Panel discussion: "Meeting the Public" and/or fashion show.*
 Open luncheon. Alumni Association, School of Library Science, University of Southern California
 Closed luncheon. Audio-Visual Committee, Charlotte Speik, Chairman.

FREE AFTERNOON

- 2:00 P.M. Tour of some of the sights. Ride a char-à-bancs to see the champagne cellars of the Roma winery, the processing of the grapes (just at its peak), Christmas Tree Lane, the Library of Fresno State College (opened 1956), the Underground Gardens.
 2:30 P.M. *Hawaii In Your Life In 1958.* Special program, entertainment, pictures. Civic Auditorium.
 6:30 P.M. Closed dinner. Alumni Association, School of Librarianship, University of California.
 Closed dinner. Alumni Association, Library School, University of Wisconsin.
 8:30 P.M. FOURTH GENERAL SESSION. President Henry Madden, presiding. The Edith M. Coulter Lecture, sponsored by the Alumni Association of the School of Librarianship, University of California. *Professor George P. Hammond, Director of the Bancroft Library, University of California: Title to be announced.*

FRIDAY - 18 OCTOBER

REGISTRATION—8:00 A.M. to 2:30 P.M., Fresno Memorial Auditorium.

- 7:45 A.M. Open breakfast. Adult Education Committee, Katherine Chastain, Chairman. *Symposium: Adult education activities in northern California; demonstration of role playing.*
 Open breakfast. Young Adults' Librarians, Helen Mekeel, presiding. *Panel Discussion: Criteria in book selection.*
 Closed breakfast. Professional Education Committee, Frances Henselman, Chairman.
 10:00 A.M. Annual meeting. Boys and Girls Section, Gertrude Cordts, President. *Panel discussion, Winifred Ragdale, chairman: "Standards of Work with Children."*
 Annual meeting. College, University, and Research Libraries Section, J. Richard Blanchard, President. *Panel discussion, Melvin Voigt, chairman: "Automation and the Retrieval of Information."*
 10:00 A.M. Annual meeting. Public Libraries Section, Harry M. Rowe, Jr., President. *Business meeting, reports, resolutions.*
 Annual meeting. Trustees Section, Isabel Tostevin, President. *Panel discussion: The Trustee's responsibility to the library and to the public.*
 12:30 P.M. Open luncheon. Trustees Section, Isabel Tostevin, President. Goodwin J. Knight, Governor of California: *"Libraries and Legislation in California."*
 2:30 P.M. FIFTH GENERAL SESSION. President Henry Madden, presiding. Annual meeting of the membership (II). *Vote on incorporation and bylaws. Resolutions.*
 Program sponsored by the Boys and Girls Section, Gertrude Cordts, President. *Richard Chase, Appalachian State Teachers College: "Living Folklore."*
 4:30 P.M. Open meeting. Young Adults' Librarians, Helen Mekeel, presiding. *Organizational meeting.*
 6:30 P.M. Open dinner. Trustees Section, Isabel Tostevin, President. *Wallace S. Myers, Esq.: "Service is Your Business."*
 Open dinner. Boys and Girls Section, Gertrude Cordts, President. *Program to be announced.*

SATURDAY - 19 OCTOBER

- 10:00 A.M. Executive Board Meeting.
 1:00 P.M. Seminar for 1958 Executive Board and committee chairmen.

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Fresno, October 16-18

CONFERENCE PLANS

BY ROBERT UTTERBACK

CLA's 59TH ANNUAL CONFERENCE will be held in Fresno's Memorial Auditorium and the Hotel California October 16-18. Final details are being arranged, and a program has been planned which should appeal to CLA's whole membership.

The California County Librarians and the State College Librarians will hold meetings immediately preceding the convention, and there will be a gala opening reception in the Empire Room at the Californian on the evening of October 15. This is the traditional time to renew friendships and exchange experiences in a relaxed, unhurried atmosphere.

Five general sessions will be held this year, beginning on Wednesday morning with the observation of the centennial of the birth of James L. Gillis and a talk by Professor Oscar Kaplan of San Diego State College. Herman H. Fussler, the Director of Libraries at the University of Chicago, will discuss "Books, Libraries, and Automation" at another general session, and a third speaker will be Richard Chase, an eminent and highly entertaining folklorist from the Appalachian Mountains of North Carolina.

At a dinner meeting the College, University, and Research Libraries Section will hear Andrew Horn, who has recently returned to California to the post of Librarian at Occidental College. His talk,

"A Backward Glance with an Eye to the Future," promises to be refreshing as well as enlightening. The Alumni Association of U.C.'s School of Librarianship will present Professor George P. Hammond, Director of the Bancroft Library in Berkeley, as the Coulter Lecturer in an evening general session.

California's chief executive, Governor Goodwin J. Knight, will address an open luncheon sponsored by the Trustees Section in the Empire Room on the last day of the conference. We feel signally honored that Governor Knight has rearranged his schedule in order to meet with the Association at the close of a highly successful year in California library legislation.

Matters of importance to the Association will come before the membership at two of the general sessions, as readers of the *California Librarian* are fully aware. Articles of incorporation and the bylaws for the government of the proposed new corporation will be presented, discussed, and voted upon during this year's conference. The present constitution was printed in the January issue of *California Librarian*, and a discussion of incorporation along with the proposed bylaws was presented in the July number by President Henry Madden.

(Conference Plans . . . page 270)

CALIFORNIA LEGISLATURE — 1957 REGULAR SESSION

Assembly Concurrent Resolution No. 146

Introduced by Mr. Ernest R. Geddes, Miss Donahoe, Messrs. Bee and Donald D. Doyle

April 22, 1957

Assembly Concurrent Resolution No. 146 — Relative to the centennial of the birth of James L. Gillis.

1 WHEREAS, This year marks the one hundredth anniversary
2 of the birth of James L. Gillis, State Librarian, 1899-1917; and
3 WHEREAS, The program of County Library service throughout California over the years since the establishment of the
4 first county library in 1909 has provided millions of books
5 to readers in the plan of service envisioned by James L.
6 Gillis; and

8 WHEREAS, The County Free Library Law, which was
9 drafted by James L. Gillis, has proved to be an instrument
10 of administrative and political wisdom in its far-sighted provisions ensuring high level personnel and service in the county
11 libraries in this State; and

13 WHEREAS, The personality, character, and intelligence of
14 James L. Gillis was evident in his administration of the service and program of the State Library which he instituted and
15 which has been carried forward since; and

17 WHEREAS, James L. Gillis was a state official whose career
18 has been an inspiration to librarians in California and the
19 Nation; now, therefore, be it

20 *Resolved by the Assembly of the State of California, the Senate thereof concurring,* That the Legislature of the State
21 of California recognize the contribution to public library
22 service made by James L. Gillis by adopting this resolution
23 memorializing the centennial of his birth; and be it further

25 *Resolved,* That the Chief Clerk of the Assembly is directed
26 to prepare and transmit a suitable copy of this resolution to
27 Mabel R. Gillis, State Librarian, retired, daughter of James
28 L. Gillis.



James L. Gillis, State Librarian, 1899-1917

J A M E S L. G I L L I S

IN RECOGNITION OF THE CENTENNIAL OF THE BIRTH OF JAMES L. GILLIS, California State Librarian, 1899 - 1917, the President of the California Library Association appointed a committee to prepare an appropriate program. The members of the committee are: State Librarian, Carma R. Zimmerman; Editor of *News Notes of California Libraries*, Grace Murray; the Librarian of Occidental College and former Chairman of the History Committee of the CLA, Dr. Andrew Horn, with Los Angeles County Librarian John D. Henderson as Chairman.

Thirty librarians whose careers date from the years Mr. Gillis was State Librarian, were asked to serve as advisers to the committee and to prepare brief statements for publication in *News Notes*, recalling their connections with Mr. Gillis and their estimates of his contribution to library development in California. The October issue of *News Notes of California Libraries* includes these tributes and there will be pictures of historic and personal interest. The present issue of the *California Librarian* features pictures as well as articles on several aspects of Mr. Gillis' career as well as the reprint of the Assembly Concurrent Resolution relative to the centennial of his birth. The committee is indebted to Grace Murray and Raymond Holt for suggestions and detail work connected with publishing this material.

At the opening general session of the CLA conference in Fresno, brief talks will be made by three librarians who worked with James L. Gillis, Susan T. Smith, Harriet G. Eddy, and Eleanor Hitt Morgan. Our guests of honor will be Mabel R. Gillis and members of the family.

It is, indeed, appropriate that on the hundredth anniversary of the birth of James L. Gillis an observance be made by the people who received so much inspiration from his leadership to remind the library profession of his deserving claim to our remembrance and gratitude.

John D. Henderson

Chairman, GILLIS CENTENNIAL COMMITTEE

James L. Gillis: *Librarian In Retrospect*

BY RAYMOND M. HOLT

THE FIGURE of James L. Gillis is a vivid memory in the minds of all who knew him. Yet such memories are so closely tied to the contributions Gillis made that his biographers have found it difficult to separate the *man* from his *labors*. Perhaps this fact, in itself, is the greatest tribute that can be paid this pioneer librarian!

To answer the question "What kind of person was Mr. Gillis?" it has been necessary to recall the impressions of those who worked with him. One is immediately aware of the vigor of these half-century old recollections.

Although born in Richmond, Iowa, in 1857, Gillis was actually reared in the West. His family came by ox team to Nevada when he was a lad of four and moved on to Sacramento six years later. Gillis began his business career with the Sacramento Valley Railroad Company, a division of the Southern Pacific Railroad Co. The influence of the railroads during this period of our state's history is well known to every student of California History. For twenty-five years Gillis mounted the ladder from messenger boy to assistant superintendent, constantly gaining political acumen in his continuous contacts with the governmental leaders in the State Capitol.

In 1894 Gillis resigned his position to become chief clerk of the Committee on Ways and Means of the State Assembly, keeper of the archives of the Secretary of State, and deputy in the state library. It was during the fourth year of this phase of his career that Harriet G. Eddy, devoted co-worker with Mr. Gillis, recalls: "It required a man with the most vivid imagination to be able to walk into the rotunda of the California State Library one day back in 1898 and, finding it utterly unattended, to say 'How I'd like to show them how to run this institution!'" Within a year Gillis had achieved his ambition for in 1899 he was appointed State Librarian, the position he held until his untimely death in 1917.

Until Gillis took over the reigns of the State Library, the position lacked the prestige it has since enjoyed. The State Library was considered a political football and a convenient place to pay off political debts to satisfy job-hungry relatives. So unsavory was the reputation of the institution that its most devoted and professional minded personnel often felt called upon to explain or apologize for their employment. Because Gillis had previously been active in politics, it was not immediately apparent to library personnel that a real change was in the offing.

It was not long, however, before the same qualities which had brought him up through the ranks of the Southern Pacific, and more recently the Republican party, were evidenced within the State Library.

The first problem was reorganization of the library itself. On hand was a mass of unclassified and uncataloged books, documents and miscellaneous materials. Patronage was limited to occasional use by legislators and state officials. Gillis soon acquired the enduring conviction that the library was for all the people and it was his job to see that library services were available to every person in the state. This meant top-notch organization and Gillis proved to be gifted with administrative ability equal to the task. His uncanny flair for judging people enabled him to organize a competent staff to man a departmentalized library designed by Gillis to facilitate library service.

His political skills worked overtime on a legislative program which would provide legal structure to place his concept of state-wide library service into operation. Personality and know-how were the keys to political action and Gillis was well equipped for the legislative fray.

Actually, it was in the organizing of County Libraries and in the conduct of the state's first library school that Gillis' strong personality and warm human qualities touched the most lives and left the most indelible impressions.

Anne Hadden, one of the state's pioneer County Librarians, remembers:

"For the manning of the staffs of the first County Libraries, Mr. Gillis made a careful survey of the California Librarians. He invited those who held promise to Sacramento. He gave them temporary work in the State Library, tried them out in different departments, and called them frequently to his office for individual interviews. Sometimes these interviews were for the discussion of State Library problems, sometimes to talk over library conditions in State or Nation, occasionally for friendly discussion of anything under the sun without a mention of libraries. We could take our individual problems to him then or at any time, sure that whatever the problem his wise understanding would help us to solve it."

This concern over his staff was a Gillis characteristic noted by all who knew him. William H. Lugg recalled his daily practice of visiting the various departments of the library speaking to each staff member. "No matter how much was on his mind he was never too busy to listen to someone's problems. He was a man of very high principles and a very square shooter. If he told you something you could depend on his word. One thing I shall always remember was his lecture on a honeymoon. When he learned that I was going to get married he asked me where we were going on our honeymoon. When I told him we were not taking one, that we were going to save the money to furnish the house, he proceeded to tell me we just had to go because it would mean so much to us and we could always buy furniture. We took the trip!"

Gillis was an impressive man in appearance as well as in personality. His photographs seem to represent him as a bit haughty, or aloof, unfortunately bellying his warmth and good humor. Caroline Wenzel recalls:

"In my childhood days the Gillis family lived a few blocks from my home and I frequently saw Mr. Gillis on his way to his office at the State Library which was located in the State Capitol. I remember his erect bearing and well groomed appearance and the courtly fashion in which he lifted his hat in recognition as he

passed by. He was a most friendly person and a man devoted to his family. Later I became a student in the first library school class . . . Mr. Gillis was so enthusiastic about the school . . . I remember one time when he was talking to us about the requisites of a good librarian he told us that it was important to 'look prosperous' if we wished to be considered successful in the business world."

Gillis himself must have achieved this "successful businessman's look" for Clara B. Dillies, who organized the Kings County Library, writes:

"I am now finding it difficult to state in words the magic that seemed to surround him. His appearance was deceiving for he gave the impression that he was a pleasant and successful businessman rather than a librarian. This friendly exterior probably accounts for his enormous success, and this attribute put all who talked with him at ease, and made further conferences into such pleasant affairs."

Another pioneer librarian, Margaret Dennison, was impressed by her first meeting with Mr. Gillis. "I took a deep breath and went in for an interview with Mr. Gillis. A rather stocky man with gray hair arose, came forward, and greeted me with such a cordial smile and firm handshake that I was immediately put at ease. My fears vanished." As a library school student she learned that "the students . . . were made to feel that they had something to contribute. Mr. Gillis consulted us individually on phases of library school policy, sympathized with our personal problems, and discussed our plans for the future. He was sincerely interested in the development of each one of us as a person, as well as a librarian. We, and the full-fledged librarians, knew that nothing was too trivial but that he had the time, and the innate kindness, to listen and to advise us. How well I remember a remark of his, 'If you want anything, ask for it; the worst that could happen would be 'No!'"

Gillis had a special hold on students attending the State Library School. Mrs. Edna Yelland, Executive Secretary of CLA and an experienced County Librarian, sums it up this way: "Mr. Gillis was a figure of wisdom and kindness to a

young student in the library school. On the occasions of his visits a mellow atmosphere flowed over the classroom in the old State Capitol overlooking the park, where tensions had prevailed as examinations loomed. You forgot the disgrace of having spilled a shelf list as you descended, with it, the open metal stairways between floors, sending down a fine shower of 780's, or of having failed to convince the class in public speaking that they should Buy a Bale of Cotton to relieve the economic situation in the south. You stopped wanting to look at the vistas of spring flowers in the park, or to lurk in the alcove and read. As Mr. Gillis spoke with simplicity and conviction, the dismal business of Cutter and Dewey fell into proper place as a prelude to something splendid."

An unusually sharp verbal portrait of Gillis is drawn by Althea Warren, retired librarian of the Los Angeles Public Library: "As a newcomer to California I first heard of James L. Gillis at the American Library Association meeting in Berkeley in the summer of 1915 . . .

"I did not meet him until a year later when the state convention gathered at Santa Cruz for its annual convention . . .

"The next January the executive board of the CLA met in Sacramento and he was host at the opening luncheon. A com-

plete sense of festivity and well-being filled all of us at the big table the moment he took the president's chair. He said only enough to get us into action and because of his attention and responsiveness we all kept spinning.

"That spring I was one of the palpitating applicants for a county library certificate. With a firm hand and a twinkling eye Mr. Gillis jumped each of us over the fences and hurdles of his county library law.

"In June, 1917, the CLA assembled in Hollywood in the opening turbulence of the First World War. Mr. Gillis had had a recent heart attack but he let nothing divert him from concentrating on what libraries could do to lighten the world blackness ahead. In less than a month he died suddenly at his post in the State Capitol where his mind and devotion had built the finest public library structure yet devised for state-wide service."

What kind of a man was James L. Gillis? A man who saw great visions, who created organizations to turn these visions into realities; a man who imbued others with the challenge of the job to be done, who trained and continuously assisted them in realizing their mutual dream of library service for every person in the state.

James L. Gillis and the Beginnings of the California County Library System

BY FREDERICK A. WEMMER

ON OCTOBER 3, 1931, upon the occasion of the dedication of James L. Gillis Hall in the State Library, Mrs. Eleanor Hitt Morgan, as Chairman of the meeting, said in introducing Mr. George T. Clark, former Librarian of Stanford and friend of Mr. Gillis: "At the first convention of the County Librarians of California held in 1910 in Sacramento, one of the speakers was Mr. George T. Clark, then Librarian of Leland Stanford, Jr., University. The report of that meeting, in summarizing

part of Mr. Clark's address says: 'Mr. Clark then briefly traced the three big steps which have been made to advance library privileges in California; first, the passage of the Public Libraries Act in 1878; second, the amendment of the Political Code in 1907, making it possible for the State Library to send its books wherever needed, thus starting, among other things, the traveling library service; third, the passage in 1909 of the County Free Library Law. The last was characterized

as more far reaching than any of the others, and the prophecy was made that it would eclipse them all."

We know that upon becoming State Librarian in 1899 Mr. Gillis's first efforts were directed toward changing that institution from one of virtual uselessness into one of vital usefulness and toward making its resources available to everyone in the State. It is not surprising that in view of this effort some state-wide library system would evolve; what is significant is the careful planning, the thoughtfulness, the administrative ability, and the far-sightedness revealed by Mr. Gillis in producing a system which, after fifty years, remains fundamentally sound and operates under the same law that it did in the beginning.

The idea of county libraries was not a new one even fifty years ago. What was doubtless the first legislation directed toward the establishment of county libraries was passed in Indiana in 1816 and from that time forward a few other states had experimented with county libraries. At the California Library Association meeting in 1910 Mr. Gillis said that he was not the originator of the county library idea and that he was not wedded to any particular system for California, but that he did desire to find that system which would best provide equal library service for the entire State.

The first step toward state-wide service was to free the State Library from its restrictions. Until the time of Mr. Gillis the State Library's use had been limited by law to legislators and others in the State service. In 1903 Mr. Gillis succeeded in having the law amended to provide that the Board of Library Trustees of the State Library might "prescribe rules and regulations permitting persons *other than those named* in Section 2296 to have the use of books from the library." This cleared the way not only for the expansion of service in the State Library itself but also for the establishment of the traveling libraries which were sent throughout the state in collections of fifty volumes of fiction, non-fiction, and children's books. In a sense, it was the first step, too, toward the present interlibrary loan system which channels through the State Library. The first of the traveling libraries was sent to

Auburn, Placer County, in December 1903.

The traveling libraries met with success, but it was evident that they would not provide for more than a stop-gap service in terms of a state-wide system. Something less cumbersome and of more permanence was clearly needed. Shortly after his appointment, the Board of Library Trustees had sent Mr. Gillis east in order that he might observe at first hand state libraries and library systems as they had been organized elsewhere. The problem now was to apply these observations to the situation in California. For one thing, there had to be decided just what political unit might provide the best for a state-wide system. It was even then possible for counties to contract with municipal libraries for service to county residents, and as we shall see the first efforts were made through this provision of the law. Elsewhere townships had been used as a basis for library organization. But California had few municipal libraries in its remoter areas to provide for a system solely through contract, and there were too many townships. The county was decided upon as the most practical and useful political unit.

Although Sacramento County is generally credited with having the first county library, note should be made of the fact that in 1905 the Woodland Public Library entered into a contract with the Yolo County Board of Supervisors for library service to residents of the county through the Woodland Public Library. This arrangement did not, however, provide for the establishment of branch libraries or for any form of service except through the library in Woodland. In 1908 with the cooperation of Mr. Lauren Ripley, Librarian of the Sacramento City Library, Mr. Gillis succeeded in getting under way the first county service through local branch libraries. A contract was drawn up between the City Library and the Board of Supervisors and the first county branch library was opened in Elk Grove in October 1908.

This particular establishment had an unanticipated result for the California county library system for it was to provide the State Library with its first County Library Organizer. Miss Harriet G. Eddy was at that time Principal of the Elk

Grove High School and it was she who made the request for a branch library in Elk Grove and who saw it through its first enthusiastic and successful year. In 1909 Mr. Gillis asked Miss Eddy to attend the convention of the California Library Association to tell about the branch library. Not long after the meeting he asked her to undertake the task of organizing county libraries throughout the State, and from 1909 to 1918 Miss Eddy was engaged in this enterprise. Those who wish can follow this fascinating story in her volume of reminiscences "County Free Library Organizing in California, 1909-1918," published by the California Library Association.

By 1909 Mr. Gillis was ready to present to the Legislature the first County Library Law. Although the law was passed, it had, to Mr. Gillis's distress, undergone a number of amendments on its way through the Legislature which left it much less than he had hoped for. Questions arose regarding a number of its sections and by the early part of 1910 the Attorney General had ruled that except for Section 12, the Section providing for contract service through municipal libraries, the law was defective. Undismayed by this turn of events, Mr. Gillis directed that as much organizing as possible be done under Section 12 and at the same time set about drawing up another law which he hoped would come out of the legislative mill closer to his own design than had the previous one.

Certainly, the experience with the 1909 law proved valuable. One of the major points of dissent about the 1909 law was the fact that it provided for the organization of a county library on a county-wide basis without regard to existing libraries unless such cities and towns should specifically request not to be included. This had met with general opposition and the new law was to provide for the establishment of service except in those cities and towns where library service already existed, and to provide that such areas might join the county library if they desired.

The feature of permissiveness marks one of the most significant aspects of the law as it was passed. It was a sound knowledge of politics and popular psy-

chology which brought this into the law. The law also provided for virtually every kind of combination of services that could be imagined, by outright joining the county system, by affiliation, by contract. And, what could be done could also be undone. No provision was made which did not have a way out — there were no dead-ends to arouse possible objections.

One other feature of the 1911 law which was carried over from the 1909 law and which did not meet with approval on the part of many librarians was the provision that the County Librarian should operate directly under the Board of Supervisors rather than through an intervening Library Board. Mr. Gillis's firm belief was that, as the tax levying body, the Board of Supervisors should have the direct responsibility for the Library as well as to provide funds for it. He was not to be dissuaded from this conviction by those who advocated a Library Board. Actually this provision was one that was much ahead of its time; its adoption succeeded in establishing the County Library as a county department on a par with all others and the County Librarian as a county officer with status equal to all others.

The provisions of the proposed new law were discussed throughout the State at library meetings by Mr. Gillis or one of his representatives. When a draft of the law was ready, in order that it might meet the requirements of legal terminology, special legal assistance was sought, and it was taken to Mr. Edward Treadwell, a San Francisco attorney, to be put into form for introduction to the Legislature. It was then submitted to the Attorney General for review and received high praise from that office. The Bill was introduced by Assemblyman Stanley Benedict and Senator Leslie Hewitt, both of Los Angeles, and with no opposition passed both Houses of the Legislature to become law on February 25, 1911. The County Library System was now really on the way. Miss Eddy in her book gives a concise and valuable summary of the contrasts between the laws of 1909 and 1911 which clearly points up the reasons for the success of the latter law.

This is not the place to attempt an account of the story of the organization of

the individual counties. Miss Eddy has done that in her reminiscences and it makes engrossing reading. The road was not always easy; at times organization went through smoothly and rapidly; at times there were delays; at times there were unsurmountable obstacles. But surely, if at times slowly, the work went on and, though in one case some thirty-five years passed between the first efforts at establishment and the actual accomplishment, as time went on more and more county libraries came into existence until at pres-

ent 51 of California's 58 counties have County Libraries.

James L. Gillis and the California County Library System — indeed the two are linked. All who know that system pay tribute not only to a man who knew a good idea when he saw one but also to a man who, imbued with a desire to see equal library service throughout the State, studied, planned, and worked through trial, error, and discouragement, to provide the library system which today is one of his most enduring monuments.

James L. Gillis and California Library Legislation 1899-1917

BY PETER THOMAS CONMY

THE EIGHTEEN-YEAR PERIOD, 1899-1917, during which James L. Gillis was State Librarian was one of prolific activity in the public library world of California. The influence of this great leader touched all libraries ranging from the state library on the top to the libraries of districts, towns and villages below. Gillis organized and re-organized, observed, studied and advocated the best. The result was one grand *fait accompli* for the library world of California. Although a great many of the Gillis contributions rested upon his personal powers of leadership and administrative genius, a large part, too, rested upon the legislation which he proposed and which became law. From his appointment as State Librarian in April 1899 to his death on July 27, 1917, there were nine biennial sessions of the legislature and at each of these were Gillis' bills passed. These in a large measure shaped the destiny of California public librarianship, not only during that period, but in many instances extends to the present day. It is the purpose of this article to trace the contributions which Gillis made to legislation during his incumbency as State Librarian. It appears best to present this subject under the following general categories,

namely (1) background for legislative work, (2) growth of his library philosophy, (3) legislation affecting the State Library, (4) legislation affecting county libraries, (5) legislation affecting municipal and town libraries, and (6) legislation affecting librarianship in general.

Background for legislative work. With a meagre education, at age 15 in 1872 James L. Gillis began his employment as a messenger for the Sacramento Valley Railroad, a subsidiary of the Southern Pacific. He remained with this company for twenty-two years, working his way up the ladder of promotions, resigning as Assistant Superintendent in 1894. As a railroad official he was exposed not only to the inner working of transportation, but, also, to politics, because in this period of her history the State of California was controlled politically by the Southern Pacific. For two decades this company, called by one writer, the "Octopus," dictated legislative policy. In 1894 Mr. Gillis was appointed as keeper of the archives in the office of the Secretary of State. This post he held until his appointment as State Librarian, except that it was interrupted during the legislative sessions of 1895, 1897 and 1899 when he served as clerk of

the important Assembly Committee on Ways and Means. This service directly in the legislature, plus his long affiliation with the railroad and long time residence in Sacramento supplied for the State Librarian a splendid background for the presentation of legislation.

Development of library philosophy. James L. Gillis was neither a highly schooled man nor a professionally trained librarian. Without these elements, however, he became one of the greatest librarians in the West. What he lacked in formal education and professional training he made up for by an appreciation of the importance of libraries. This was achieved by reading, by comparing the policies and practices of libraries, by visiting libraries both in California and elsewhere, and above all by developing a true conception of the need of the people of California for books, especially those of the mountains and rural areas. In 1903 the State Library Board sent him to visit the larger libraries of the eastern states and this gave him a great deal of professional stimulation as well as ideas for a legislative program.

Gillis, although born at Richmond, Iowa, on October 3, 1857, was raised in the west. He was brought by his parents to Empire, Nevada in 1861, at age of four, and to Sacramento in 1866 at the age of nine. This was a frontier environment. Yet, it was not without its ideals. Bringing this early influence into adult life, and combining it with the experiences of business, Gillis, like so many others realized the many unfilled needs of the frontier, especially in the realm of culture and education. Combining all of this with a professional public library outlook Gillis emerges as a social realist, advocating practical legislation calculated to enrich the life of the common man.

Legislation affecting the State Library. One of the first steps taken in the Gillis administration was that of increasing materially the support of the State Library. In 1901 a new law ordered that the first \$2,500 per month of fees received by the Secretary of State be deposited to the State Library Fund. This assured a minimum of \$30,000 annually. In 1911 the amount was increased to the first \$3,500

received in fees by the Secretary of State, assuring an annual income from this source of \$42,000. In 1913 and in 1915 the legislature appropriated \$190,000 for the State Library, and in 1917 this was increased to \$250,000. Down to 1903 use of the State Library was restricted to members of the legislature and a small coterie of state officers. In 1903 upon Gillis' recommendation the powers of the Board of State Library Trustees were increased materially. One of these was "to permit persons other than those mentioned in the *Political Code* Section 2296 to have the use of books." Thus an enlarged use of the library by both citizens and officials was made possible. Another change in the law gave the State Librarian power to distribute to the State University, to Stanford University, to each incorporated college and to such institutions as he might select, one copy of all official state publications. He was authorized also to exchange California state documents with other states and countries. At the same time he was empowered to requisition the Secretary of State for a sufficient number of copies to make this program possible. In 1907 this law was implemented by an amendment requiring the State Printer to furnish the State Librarian with fifty copies of all state publications except those printed from day to day during legislative sessions of which he was to supply as many copies as the librarian might request. In 1913 the matter of discarding books was legalized by an amendment giving the State Library Trustees power to sell or exchange duplicate copies of books. At the same session they were empowered to establish deposit stations in various parts of the state. Another 1913 amendment required the State Printer to furnish the State Librarian two hundred and fifty-six copies of all reports and state publications. The State Librarian also was made Secretary ex-officio of the State Library Trustees. In 1915 the State Library Trustees were authorized to accept the gift of the Sutro collection in San Francisco and to establish it as a branch of the State Library. As part of Gillis' policy of gathering data for local history preservation in 1917 the *Political Code* was amended providing that the County Clerk of each county must

transmit annually to the State Library one copy of the general index of voters. As part of the policy of gathering statistics on public libraries in 1905 each public library in the state was required to make an annual report and file a copy thereof with the State Librarian.

Legislation affecting county libraries. The county library system of California has been regarded as the greatest contribution which Gillis made to librarianship in this state. The establishment of the county library was the crowning step in his determination to extend the state library to all parts of the state. Following the amendment of 1903 which authorized the State Library Trustees to extend the use of the library to the people of the state, a system of traveling libraries was established. The first one was sent to Auburn on December 14, 1903, and by 1908 this service was being received in four hundred and one communities. The result was to create a demand for rural libraries rather than these collections of books. Gillis came to the conclusion, after experimenting with traveling libraries and studying the county systems of other states, notably Ohio, that the best results would ensue if a system of county libraries were established, each one under its own local management, but under the general supervision of the State Library. At this period, also, Gillis undertook to stress the educational nature of the library. By doing this he not only bespoke a true relationship between the proposed county system and the schools, but he enlisted the support of school superintendents, teachers and parents. The path was not easy. The California of 1908 was a very conservative one; tax money was hard to obtain. Only the grim determination of a James Gillis saw the project through. Writes Susan Smith,

The establishment of the county free library system turned his vim into a practical reality. Much work had to be done before success was attained. The interest of the people had to be aroused, supervisors won over, legislators answered. Mr. Gillis' political acumen was used to good advantage.

The long awaited county library law was enacted in 1909. It will not be possible

to summarize it completely here but some of its salient provisions were the following:

(a) *Boards of Supervisors may establish county libraries upon a majority vote of the electors of the county.*

(b) *Only the property of those parts of the county participating in the county library system might be taxed for its support.*

(c) *A committee of Board of Supervisors shall appoint the county librarian for a four-year term. Eligibility for appointment depended upon a written recommendation from either the State Librarian, or the University of California Librarian, or the Stanford University Librarian.*

(d) *The State Librarian shall have general supervision of county libraries, and may call annually a convention of county librarians. It shall be the duty of the county librarian to attend said convention.*

(e) *County Librarians shall make an annual report in July.*

(f) *A tax not to exceed one mill on the dollar may be levied.*

(g) *Boards of Supervisors may contract with city libraries for county library service.*

In the year 1910 eight county libraries were established pursuant to this legislation. The Attorney General had some objections to certain provisions of the law, and there was an ambiguous implication that its provisions intended that county libraries should be operated by contract with already existing city libraries. To correct this situation a new law was enacted in 1911. Some of the new features were the following:

(a) one county may furnish library service to another by contract

(b) the Board of Supervisors (not a committee thereof) may appoint the county librarian

(c) eligibility for appointment was on the basis of certification. An ex-officio Board of Library Examiners was created to establish and administer certification standards.

- (d) the government of the county library to be by the Board of Supervisors, but the administration to be by the county librarian
- (e) bonds for county libraries might be issued in accordance with *Political Code*, Section 4088.

Legislation affecting public libraries. Notwithstanding his interests in the state library and the proposed county system Gillis found time to prepare legislation benefiting the public library. The first public library law had been enacted in 1878, and amended in 1880. Thereafter for a score of years it was dead letter. Gillis studied the needs for revision and in 1901 a new municipal library law was adopted. With little change this remains today as the basic legislation affecting municipal public libraries. In 1901 also an amendment to the *Penal Code* denounced the mutilation of books and other public library materials as a misdemeanor. In 1905 Municipal Libraries Law of 1901 was amended by providing that trustees must meet at least once a month, and may hold special meetings. An amendment adopted in 1909 provided that municipalities of the first, second and third classes might levy a tax for public libraries not to exceed two mills on the dollar, whereas those of the third, fourth and fifth classes were permitted to tax up to three mills on the dollar. In 1909 also another law permitted the establishment of public libraries in unincorporated towns and villages through the formation of library districts. Bonded indebtedness in these localities was authorized also. In 1911 the possible multiplication of public libraries was aided by the new law providing for the establishment of public libraries by union high school districts. It will be noted that these laws authorizing the establishment of public libraries in villages and districts, were part of the entire plan to extend library coverage either through city, county, district or village library systems. As the laws now made ample provision for the establishment of public libraries their public nature was recognized to a greater extent in 1911 when the 1909 law was amended so as to extend the right of

eminent domain to acquiring property for public library purposes. In 1915 the possible extension of public libraries was aided further by the enactment of a law authorizing school district trustees or city boards of education, to operate libraries which "shall be open to teachers, pupils and residents of the district."

Legislation affecting librarianship in general. The legislation heretofore described in this article deals largely with the organic structure relating to the establishment and government of California public libraries, ranging from the state library on the top to the village and district institutions below. In addition to these legislative contributions Gillis, of course, sought to maintain high professional standards. These usually are matters of administrative policy rather than the objects of legislation. Nevertheless a few found their way into legislative enactment. In 1862 County Recorders were required to maintain files of newspapers published in their respective counties. In 1909 they were authorized to deposit these files with the public library in the county seat, under an agreement between the Board of Supervisors and the Library Trustees to preserve the papers and have them accessible to the public.

In 1911 the creation of a Board of Library Examiners with authority to establish standards for certification to the position of county librarian assured each county library a professional head. This was a tremendous step forward.

In 1917 the professional nature of librarianship was recognized by certain amendments to the *Political Code* relating to educational institutions. One provided that no person might serve more than two hours a day as librarian of a high school library unless he held either a high school teacher's certificate, or a special teacher's certificate in library crafts. At the same time *Political Code* Section 1771 was amended to provide for a special credential a certificate in library crafts.

Conclusion. The immediate predecessor of Gillis as State Librarian was Frank L. Coombs, a very distinguished member of the legislature, representative in congress,

and minister of the United States to Japan. In this report, written shortly before his resignation as State Librarian, Coombs discussed the general usefulness of the state library, saying,

"The great study of the library, however, lies in the question of its utility. It is supported by the State, yet it is simply the State's storehouse of art and literature. If such is its design, it surely fulfills its purpose. If, on the contrary, it is supposed to become use-

ful alike to the people generally of California, it falls short of its object."

Shortly after this was written, or on April 1, 1899 came to office as State Librarian, James L. Gillis. He faced the challenge propounded by Coombs, and through legislation enacted over a period of eighteen years brought not only the State Library, but public librarianship in California generally, into a position to render good service and complete coverage to all people.

JAMES L. GILLIS and the CLA

BY GRACE MURRAY

IT WAS A MANY-FACETED career that James L. Gillis had through the sixty years of his life. Let us consider, for the moment, that facet reflecting his leadership in professional library associations, especially the California Library Association.

As I have written elsewhere, James Gillis was neither the founder nor the first president of the California Library Association; but immediately upon his taking its presidency, in 1906, the association began to boom — both in the number of members and in their participation in a statewide library program. He was never one to be just a spectator at meetings, but in every discussion he had ideas, facts and suggestions for action. He had ability to see the broad picture and to make others see it — and then to secure maximum cooperation.

Neither was Mr. Gillis the first California State Librarian. Other state librarians and other CLA officers had, before the time of Mr. Gillis, made sound suggestions for improvement of the State Library organization and services, as well as for coordination of activities of both the CLA and the State Library for the greatest possible accomplishments in statewide library development. Gillis could see the merit of suggestions and proposals that had been made. He could seize opportunities afforded by his knowing personally the people in power at the Capitol and so

having the way cleared for him to execute plans. He had the organizing ability and shrewd business acumen that made him a top-notch administrator in both the State Library and the CLA. Frequently he was not, without doubt, the first to think of things; but his remarkable record of accomplishment in the library world through the early years of this century is based on the fact that James Gillis could take *little ideas and small plans*, work them over into vastly improved and enlarged and systematized projects; and with the breadth of his understanding and the length of his forward vision and the forcefulness and magnetism of his personality, he would lead in action all the people who could help him achieve each goal he had set.

All efforts centered on this direct aim. Skillfully he coordinated and consolidated each and every library activity and resource in California, to their mutual benefit: the State Library, subscription libraries and community reading clubs, city and county public libraries, school library service, professional training agencies, the California Library Association. Under his inspiration and diligent guidance they soon were all working together in development of an extremely effective, statewide library system.

Published in 1930 by the CLA Historical Committee was a summary of the California Library Association, 1895-1907,

(*California Library Association. Proceedings, 1895-1907. Stanford University, 1930. CLA Publication No. 30*) effectively presenting the story of those early years of the association and its activities. It begins:

"The American Library Association was organized in 1876 . . . In 1891 the ALA met in San Francisco, this being its first conference held in the Far West. At that time California was regarded as quite a wild and woolly place, and the librarians frankly admitted they came as missionaries. They hoped their visit might lead to further development of libraries in the state and an organization of the local librarians.

"At that time, outside of the Bay region, libraries were few and far between. The question of an organization was broached but was regarded as not feasible. Several changes occurred in the personnel of the San Francisco librarians in 1894 which rather altered the situation. Arthur M. Jellison . . . succeeded to the librarianship of the Mechanics' Institute, and George T. Clark was called from the staff of the State Library to succeed John Vance Cheney as librarian of the Public Library. Early in 1895 Clark conferred with Jellison and Mr. J. C. Rowell on the desirability of taking steps to form a library association and . . . the meeting was held February 22, 1895, in the office of the librarian of the San Francisco Public Library . . . The next meeting was held two weeks later, on March 8, when a constitution was adopted and officers were elected. The organization was called the Library Association of Central California. The reason for this circumscribed territory was that another library association already existed in southern California." (However, when its leaders moved east a few years later, for different library positions, the southern California association ceased to function.)

"The Library Association of Central California got off to a good start under the capable guidance of J. C. Rowell, its first president," the summary report continued. (Mr. Rowell, then U.C. Librarian, served as President 1895-97, along with George T. Clark as Vice President, A. M. Jellison as Secretary, Andrew J. Cleary as Treasurer.) Its constitution provided that

nine monthly meetings should be held each year. It also provided, among other things, that "seven members shall constitute a quorum" and that the "object shall be to promote the welfare of libraries, and bring them into closer relations with the public."

The first public meeting was held April 12, the program featuring discussion of what was, at the time, the burning question of "Shall the Public Be Granted Free Access to the Library Shelves?" We find that another program topic, with a remarkably familiar ring right today, was "Library Specialization and Cooperation." (As the French express it so aptly, *Plus ce change, plus c'est la même chose.*) The report observed, "A resolution was adopted urging a system of interlibrary loans. This practice, which has now assumed great proportions, virtually started in California from the action at that meeting."

In April, 1897, the meeting centered around a debate on the question, "Should a Library School Be Organized and Conducted under the Auspices of the San Francisco Public Library?" The negative decision was said to have been "due not to any lack of appreciation of the advantages of systematic training, but to the lack of demand, at that time, for trained library workers, and the probable difficulty in placing the graduates of the proposed school."

"Children's rooms, without which no public library can now exist," the report went on, "were something of a novelty in 1897. Prior to that time children had received scant attention. In most places, if tolerated within library precincts at all, they had to take their chances for service along with the adults. A separate department for children had been a recent innovation of the San Francisco Public Library, and an account thereof occupies a place on the program of the September meeting . . ."

In the spring of 1898, librarians of the public libraries of Los Angeles, Orange and Santa Ana joined the association. In view of its enlarged field of activity, the name of the organization was then changed to the Library Association of California. Upon election of Mr. Gillis to

its presidency in 1906, and upon his recommendation, change was made to the current form of name, California Library Association.

It can be seen that, from the very beginning of this professional association, there was an awareness of the place it should take in statewide library development, involving coordination of activities between CLA and the State Library. By the fall of 1898, we learn, the association had undertaken a two-day library conference in the Capitol at Sacramento "in furtherance of an effort to get the State Library administration interested in the welfare of libraries throughout the state, and, if possible, to inaugurate a system of traveling libraries similar to that prevailing in New York . . . Mr. Coombs, State Librarian, was shortly to retire from office and quite naturally did not look with enthusiasm on any drastic innovations. We are, however, indebted to him for one important reform, without which the State Library never could have attained its later efficiency. Prior to 1899 the administration of the library was vested in a board of five trustees elected quadrennially by the two houses of the legislature in joint session. According to law these trustees elected the librarian, but as a matter of fact, in practice the librarian elected the trustees. The position of trustee was purely honorary, but the librarianship was a political plum worth striving for . . . (and) no one but a politician could ever be state librarian. Inspired by our association, Assembly bill no. 308 was introduced at the session of 1899, making the board of state library trustees a slowly changing body appointed by the governor, and with Mr. Coombs behind it, the bill passed and was signed by the governor. Thus was accomplished the first step in the forward movement of the State Library."

James L. Gillis took office as California State Librarian on April 1, 1899. Then began a new era in our library world, bringing into actuality many of the dreams and ideals of those eager and foresighted library leaders in California at the turn of the century.

The CLA publication, *Libraries in California in 1899*, listed 82 libraries in the

state then, 23 of which (free public, subscription, college and society libraries) were in San Francisco. Prime interests of librarians were reflected in their discussions of "the merits of a dictionary catalogue as compared with one of the classed or subject variety" and the agitating question "of classification, and the working out of a system of their own was for many their chief indoor sport." In 1902, announcement was made at the CLA meeting of the first of a series of library courses at the University of California summer sessions, which foretold the beginning in California of systematic training for library work. In 1909 the CLA established a Library Training School Committee, with Mr. Gillis as Chairman. In due time all this, and a rapidly accelerated need for trained librarians in the new county libraries he was organizing all over the state, led to establishment, by Mr. Gillis, of the California State Library School. It was in operation at the State Library in Sacramento from 1914 until 1920, and then was succeeded by the U.C. School of Librarianship at Berkeley, soon after the death of Mr. Gillis. It had always been his aim to have a state-supported library school, preferably for university graduates, operated in connection with the university's general program for professional education.

The Association had noted with pleasure, at its winter meeting in 1899, that the first traveling library in the state had just been sent out by the California Club, the leading women's organization of San Francisco. Four years later CLA had representatives meet with State Librarian Gillis, several of the State Library Trustees, and two members of the State Federation of Women's Clubs; and this group, at its session in Sacramento, indicated the two most urgent needs for State Library action were provisions for "traveling libraries and library organizers, both of which the State Library proceeded in due course to fulfill. In an address at Santa Rosa in April, 1904, Mr. Gillis stated that 50 such libraries were then in the field. The traveling library movement assumes greater significance when we realize that out of it grew the county library system."

Those CLA representatives had advised well, obviously.

The summary report on CLA continued: "The election of Mr. Gillis as vice president at the January, 1903 meeting signalized the beginning of his active work with the Library Association . . . An active campaign was carried on to enlarge the association's field of usefulness and increase its membership. The many libraries broadcast over the land by Andrew Carnegie during the past five years, and the active cooperation of the State Library made the time propitious for such an effort . . . With the election of James L. Gillis as president at the annual meeting held February 27, 1906, the association entered upon a new era. Mr. Gillis was eminently qualified for leadership and indefatigable in his efforts to promote the interests of the association. He organized the library workers in districts, four at first, nine later; he appointed district presidents, and with his genial personality, imbued them with some of his own enthusiasm . . . We have already mentioned the traveling library system inaugurated by the State Library in 1903 to serve outlying districts remote from all library facilities. Out of it grew the county library system, California's greatest contribution to library development. For this system we are indebted to James L. Gillis, then State Librarian and President of the California Library Association, for without his political knowledge and skill, his ability to overcome obstacles, his courage, energy and persistence, the project never would have been carried through to a successful conclusion."

Mr. Gillis served as President of CLA for eight terms, 1906-10 and 1912-15, with statewide library conferences at Redlands, San Jose, Oakland, Long Beach, Tahoe, Santa Barbara, Coronado and Berkeley, and with strong programs of professional committee activities and district meetings throughout that decade of his association leadership. CLA membership tripled in that period; and California libraries and librarians were brought to the fore in both the American Library Association and the National Association of State Libraries, too, by Gillis' contacts with those organizations.

A newspaper interview with Mr. Gillis right after his first election as CLA President, in 1906, quoted his aims for "The California Library Association to put the libraries in California on the same basis as the libraries in New York, Massachusetts, or any of the Eastern States. Of course, conditions are different here from those States, for they have many large cities, but we intend to bring the library work in California up to just as high a standard as exists anywhere in the United States. All the library work of the State will be brought under the direction of the State Library, which is the real head. The State is to be divided into library districts . . . and the officers of each will work under the direction of the State Library to increase the number of public libraries. We expect during the next year to increase by at least 30 percent the number of public libraries in the State. We are also going to try to increase the efficiency of the libraries that already exist, and to make them as useful as possible to the public. The work will be vigorously pushed."

About that time he enlarged the scope of *News Notes of California Libraries*, quarterly bulletin published by the State Library, to provide a "medium through which the library activity of the State could be reflected." This included full reporting all CLA meetings, both district and state, as well as listing committees and their activities, and the roster of members in the California Library Association from year to year. "The publication aims primarily to keep every library worker of California informed about what the other librarians are doing. It is hoped by means of this quarterly to make the knowledge of library conditions in California very general." While the membership was less than a third its number currently, Mr. Gillis also had *News Notes of California Libraries* sent from the State Library to every individual member of CLA. Its need to serve that function was eliminated, of course, when the association began publication of its own quarterly bulletin in 1939 and of detailed volumes of the *CLA Handbook and Proceedings* in many of the preceding years.

Althea Warren, retired City Librarian of Los Angeles and a former president of

both CLA and ALA, recalls: "As a newcomer to California I first heard of James L. Gillis at the American Library Association meeting in Berkeley in the summer of 1915. I realized from what the people who worked under him said of their State Librarian that his personality dominated libraries as Mount Whitney did the landscape. I did not meet him until a year later, when the state association gathered at Santa Cruz for its annual convention. As our party from San Diego was unloading suitcases in front of the hotel, the Gillis family drove up to the entrance. There was Mrs. Gillis, blonde as her two pretty daughters, and Mr. Gillis resplendent in a white suit and Panama hat. (The whole Gillis family were members of CLA, and frequently were in attendance at its conferences throughout JLG's lifetime. Later one daughter, Mabel R. Gillis, served as CLA president, as well as being one of California's State Librarians for many years. Ed. Note.) From that instant he was the center of our library whirlpool. His clear thinking, his energy and his glancing fun animated everyone in the big assembly hall. The next January, the executive board of the CLA met in Sacramento and he was host at the opening luncheon. A complete sense of festivity and well-being filled all of us at the big table the moment he took the president's chair. He said only enough to get us into action and, because of his attention and responsiveness, we all kept spinning."

This was typical of his skill in leading people, in developing teamwork, in providing the catalyst for acceleration of activities. Always Jim Gillis was the man of action. No need to wait for the unlikely event of an "ideal" situation, so far as he was concerned. "*Let's make a beginning right now,*" he'd say, "*let's get on with it!*"

Carleton B. Joeckel, another notable leader in state and national library affairs, also tells of first meeting Mr. Gillis at a CLA conference: "It was evident that in Gillis the libraries had a man who was able to handle himself effectively. Clearly, here was a man of force and courage. With Gillis at the helm, things began to boom . . . As a good administrator, he did not try to do everything himself. On the con-

trary, he recruited a corps of eager and active followers ready to serve when needed . . . If James L. Gillis and his associates had not been able to convince the government, the people, and the librarians of California of the importance of county libraries at a strategic point in the library history of the state, California would probably not now occupy its present commanding position in the library field. Thus the influence of James L. Gillis has penetrated far beyond the boundaries of his own state."

A resolution passed by the California State Library Board of Trustees in August, 1917, following the death of James L. Gillis while in office as State Librarian, noted with beautiful fitness that here was a man who had become "a librarian of the world . . . To his work he brought open-mindedness, energy, resourcefulness. He adopted a plan, developed it, held to it until a better one could be devised. His brain never grew old and fixed . . . He did not put off until the morrow the beginning of a worthy service which the day could not see completed. He lived every day in its greatest possibilities . . . The noble life of service and of friendship which James L. Gillis lived is a monument so beautiful that those who loved him may view it with growing pride and ever-increasing satisfaction. He is gone, but what he was will live."

The California Library Association, flourishing and full-blown as it is in this year of 1957, attests well to that.

The sense of personal loss of both friend and leader that was felt by hundreds of California librarians upon the death of Mr. Gillis led, at the next annual meeting of CLA, to appointment of a committee to plan a memorial to him. Long years of delay in construction of the new State Library building, where the memorial was to be placed, were caused by the war and post-war adjustments. So it was October 3, 1931, when officers and more than 300 members and guests of the California Library Association gathered in the State Library and Courts Building at Sacramento for the ceremonial dedication of James L. Gillis Hall.

Eleanor Hitt was chairman of the memorial committee and presiding officer

during presentation of the memorial plaque and dedication of the reference room as recognition of "our desire to express in some permanent form our appreciation of the beloved leader who not only advanced library work in California into the front rank during his lifetime, but also left with us the vision of far distant goals toward which we are striving. In this room is located the reference section of the State Library. Through its daily service to county, city and school libraries of California it represents the heart and center of the truly statewide library system established by James L. Gillis. It

seems eminently suitable, then, that this room should be dedicated to his memory and bear his name."

George T. Clark, former Librarian of Stanford University, echoed this sentiment that made a mere tablet seem superfluous. "But on second thought," he concluded, "we are reminded that the generations pass swiftly and that the memory of man is much less enduring than a tablet in bronze, so it is with hearty accord that we reverently assist in this ceremony to perpetuate the memory of one whom we all delight to honor."

James L. Gillis: *Educator*

BY MRS. MIRIAM COLCORD POST

WITH THE PASSAGE of the County Library Law in 1911, James L. Gillis realized that plans for extending library service to all corners of the state would depend upon the availability of trained librarians. Always aware of his own lack of formal education, Gillis had long championed professional education.

He had already encouraged librarians throughout the state to register for the University of California's summer library courses at Berkeley to serve as an advance army for the fast growing county library systems. During this early period Mr. Gillis was steadily making plans for a Library School at the State Library. Here students would receive technical training and first-hand knowledge of the scope of the library and the vast amount of help that the California libraries might receive through book loans from Sacramento.

In the latter part of 1913 Mr. Gillis had completed his plans and librarians were notified. Many felt their staffs assuredly would be raided, but knew it would be in good cause. Announcements were sent out that the State Civil Service Commission would conduct an entrance examination early in December, 1913. This to cover general and current literature and history.

We examinees gathered on a cold ground-foggy day, in a bleak office room

of the Capitol. After a grueling day of writing we returned to our homes, and before many days fifteen of us knew that we had been accepted to form the first class of trainees.

Miss Sarah Oddie, a sister of Tasker Oddie, later Governor of Nevada, was in charge of the school for the first year, assisted by Miss Margaret Dold and other members of the State Library staff who were on the faculty. As one looks back to 1914, one realizes the progressive approach of Mr. Gillis to the problems we learned by doing; there were no ivory towers in which to retreat and in our practice jobs we mingled with the regular staff, and had to make good, or else!

The varied contacts in and around the Library and Capitol provided a surfeit of experiences. The students who did practice time in the Reference Department had high-pressured lessons in assembling the most pertinent books and articles for requested information. This might be for a local citizen, a government official or for a library at a distant place in California. This was only a part of the Reference Assistant's job, for she listed the loans by town and county. As for myself, this was a valuable lesson in California geography and has been a great help over the years for quick answers to such queries.



California State Library School, Class of 1919. The school was located on the fourth floor of the state Capitol Building. Left row (front to back): Hazel Gibson, Ellen Frink, Nellie Christensen. Center row: Vera Mitchell, Bessie Heath, Helen K. Kellogg, Marguerite Ryan. Right row: Essie White, Everett McCullough, Pearl Secker.

Many in our class found the California department unbelievably fascinating. This was the dream-child of Eudora Garoutte, herself a native Californian and her father, a '49'er, was still living in Sacramento. In this department she was assembling information of California's pioneers, either as first-hand information, or from relations and friends. "Garey" was also tireless in collecting books by California authors and their biographies. They need not necessarily be natives and certain kibitzers remarked an author needed only to travel across California to be included in the list. This department housed the State Library's files of hundreds of bound California newspapers and from this Miss Ella Clark, sister of Stanford Librarian Clark, was indexing important items. The San Francisco papers in the collection were a great boon to many frantic citizens of the Bay region, for here they could find priceless vital statistics from pre-1906 issues.

Other researchers were Stewart Edward White and Peter B. Kyne. Author White was preparing for his trilogy, *Gray Dawn*, *Gold*, and *Rose Dawn*, and he gratefully thanked Miss Garoutte saying the indexes and records had saved him months of time.

The year 1914 was long before the time of "Boys' and Girls' State," but Mr. Gillis arranged for us to visit the Senate and Assembly. Our visit to the latter was not without its humor, for we heard a contrite member apologizing for apparently insulting another assemblyman. He assured them, "I did not mean to cast spurgeons against him!"

The practice work for the class in the Summer of 1914 was helpful for we spent part of the time in the San Francisco Public Library branches, the other hours we sorted volumes of the Sutro collection, then housed in an upper floor of the Lane Medical Building. An inspection

tour of the Panama Pacific International Exhibition under construction was arranged by Tasker Oddie. Work was going ahead in high gear for Sarajevo was only a name almost without significance.

Mr. Gillis rarely appeared before the class, but whenever he did talk to our group he always stressed the necessity of friendliness in our work. His credo—make friends for your library by friendly and efficient service.

The library school course was planned so that each student worked in the various state library departments for a short time the first semester and for a longer period the second term. This served to acquaint the students with the resources and services of the state library which would stand them in good stead when they entered the county library service. Course work consisted of lectures and student talks ranging from library history and development to library buildings, charging systems, bookbinding and of course all the usual library science subjects. During the second semester students were to spend about 175 hours on a special bibliography—preferably Californiana and another 50 hours indexing California periodicals not previously indexed. Special lectures from the outside augmented the head of the departments of the State Library staff who formed the regular faculty.

Gillis was quite conscious of the need librarians would experience in the field

for ability to speak before groups. Therefore a public speaking course was an important part of the course. Topics for this class centered on current events and California history and literature, thus providing opportunity for students to broaden their background in these areas.

Students planning to enter the library school were advised to include in their undergraduate work a course in Spanish because of the "peculiar importance in this state" of this language. Proficiency in the use of the typewriter was also recommended. Graduation from a four-year college was a prerequisite.

The contributions to the advancement of libraries made by the seventy-five or more librarians graduated from the State Library school have been all out of proportion to their numbers. A listing of their names recalls nearly a half century of library history for some of the graduates are still active librarians.

In establishing and operating the state library school during those years before the University of California took over the work, Gillis did more than train librarians. Once again he showed his ability to envision a need, organize the necessary program and select the right kind of people to train and be trained. His other contributions to libraries in California were greatly enhanced by the successful training of competent librarians equipped with the skills and attitudes necessary to pioneer the county library system.

NOTES ABOUT THE GILLIS BIOGRAPHERS

Using materials gathered by CLA's Gillis Centennial committee, Raymond M. Holt, Librarian of Pomona Public Library and Editor of CLA has attempted to compile a sort of "profile" or "verbal portrait" of "James L. Gillis, The Man" as seen by his contemporaries.

Ed. Note: The natural person to call upon to write an article about James L. Gillis and the County Library System was Fred Wemmer. Librarian of Sacramento County Library the first of the County libraries, Wemmer has held many offices in CLA, and has contributed generously to the pages of the California Librarian.

Ed. Note: Because of his interest and knowledge of library law it is fortunate that Dr. Peter T. Conmy of the Oakland Public Library was available to trace the legislative record of James L. Gillis.

Ed. Note: Grace Murray, Editorial Librarian for the State Library is currently second Vice-President of CLA. She has previously held such CLA offices as Treasurer, along with district offices including the presidency of Golden Empire District. One of the past editors of CLA Grace Murray served as editor three of the periodical's first years of existence. Without the News Notes of California Libraries which is her chief responsibility, California Librarians would be seriously handicapped.

Ed. Note: Finding someone to write about Mr. Gillis and the State Library School was a simple task for Mrs. Post is a Reader's Assistant at the Pomona Public Library. A member of the first class to graduate from the State Library School, Mrs. Post—then Miriam Colcord—worked several months in the California Department of the State Library. She then went to Susanville to undertake the organizing of the Lassen County Library.

DYNAMIC LIBRARIANSHIP

BY COIT COOLIDGE

AS LIBRARIANS WE DEAL with the product of the human mind. Our general function is to evaluate it, to store, to preserve, to arrange, and to do all things to make it readily available for use.

As public librarians, we have the added responsibility of building our own collections and of achieving the widest possible dissemination of the best ideas.

We seek to supplement the formal education of schools at all levels. When the candle of interest has been lighted by the superior teacher, the library seeks to feed the flame by supplying intellectual fuel in judicious amounts. To do this job effectively, a library must be well-organized, well-staffed with superior personnel, and equipped with the latest available techniques.

In this country, where we find the spectre of regimentation walking the streets in many forms, we librarians still deal with individuals one at a time. The free public library is one agency in the community which still is organized to deal with individuals on an individual basis. We can now do this at a cost so low that nearly any community can readily afford to pay it. In this effort we may become one of the last refuges of the free American — a strong bulwark against the regimentation of thought.

If we knew how and had better methods, we could also be a source of dynamic power in the stimulation of good, new ideas by individuals. As yet we do not really know how to do this part of our job. In a world which needs a fresh approach, we are groping for methods. We are dealers in ideas and therefore must be concerned with these problems.

With such general thoughts in mind, let us take a quick look at the world situ-

ED. NOTE: Coit Coolidge, Librarian of the Richmond Public Library, and a past CLA President has long been considered one of our profession's leaders. His progressive views and implicit faith in the destiny of Librarianship are well stated in this piece.

ation today, to see what may apply to our profession. The present state of affairs is astonishing. Never since the renaissance reached back through the dark ages to recover the light of an earlier civilization have we had more possibilities for new ideas, for fresh thinking, for intellectual growth and development. New horizons have suddenly been thrust upon us with vast unknown futures only dimly seen and still largely unexplored.

Most of these futures are in fields which have been opened up by the recent revolutionary discoveries in technology. In general, they are related to the metamorphosis of the atom and the many related ramifications of this phenomenon. These technical developments all have important social implications as well, and that is where the libraries come into the picture. These startling new events present educational challenges and opportunities for libraries and librarians, because it becomes obvious that there is a huge educational job to be done here of a sort that we are specially designed to do. The world is changing; all the people need to be educated and we are dealers in ideas.

At the moment it appears that technology is developing faster than most of us can keep up with it. As a result, for the past decade, we, the civilized ones of the world, have been teetering on the brink of total disaster. This precarious situation occurs through a general failure of mankind as a whole to keep abreast of ideas in a fast moving situation. Yet keeping people up to date and in touch with ideas — old and new — has always been accepted by us as a fundamental part of our job. The question raised by this article is: are we librarians really up to the job?

The problem before us is complicated by several facts. The world is burdened with the unhappy application of bad ideas from the past now coupled with the new technology to produce badness in unlimited volume and with wonderful efficiency — H bombs. In addition to such poor ideas

and the failure of many good ideas to get through to the people, we still have other problems. One of these is the failure of people to adjust promptly enough to new ideas. Related to this is the occasional failure of leadership at many levels to recognize quickly enough the true importance of the new discoveries we now have to live with.

This is a very dark sort of picture, but not yet a hopeless one. The seeds of right are known. Moral and ethical principles (well known in the world today) might be firmly applied in time. If the good uses of our new technology can be well understood and applied to human benefit fast enough, perhaps the impending disaster can be averted entirely or, at worst, shoved a few years into the future. Librarians can help in this. All these situations have educational implications of great urgency which fall well within the province of the dynamic librarian. He needs to be a key figure in the introduction of ideas to people.

Going back to the question of how well do we practice our craft in this most unusual situation, are we librarians really as up to date as we should be? In regard to our own techniques, are we technically in a position to put our shoulders to the wheel as a profession and to carry our full share of the load in a common effort to make civilization of the next half century a stable, ongoing concern with a firm future instead of the present precarious one? The key to this is, of course, constructive good ideas. But are we librarians as effective as we should be in getting these through to the right people? Do we librarians know how to take the fullest advantage of all the new media now available for the communication of ideas? Is our own library technology and our own financial and legal structure for free public libraries really adequate to make us true sources of intellectual power in a time of exceptional human need?

I am inclined to think not. As one example, we are not yet geared to take advantage of all the opportunities now offered by radio and television. The infant educational television movement has within it the seeds of a revolution, at least in public librarianship. Coordinated with

well developed local libraries, there are many possibilities here for intelligent teamwork. But, our legal and financial structure is tied to an earlier day (before radio and television) preventing libraries to be geared to the times. Recognizing that educational television is not yet fully developed in relation to libraries, I urge you to search diligently for other undeveloped potentials. We need your new ideas at the level of techniques as a basis for coping with all these situations disturbing the security of our society.

Look now at some of the specific implications in the field of physical science where matter and energy are now interchangeable. The cyclotron, up the hill behind the Berkeley campus, has revealed some of the secrets of the atom. The results are revolutionary. There are many technical aspects to be developed, but the basic pattern for the future is now clear and irreversible. Matter can be transformed into almost unlimited energy, and quite recently it appears to be possible for energy to be transformed into matter.

This is a phenomenal new state of affairs and presents a glimpse of a new, unknown, and, to the timid, a terrifying situation. It unleashes great powers into the world which can be used for either good or evil, as mankind decides. It presents to man the power of infinite destruction at a time when some people lack moral concepts adequate to deal with it. Man's native, warlike disposition creates the possibility of using super bombs for the complete destruction of metropolitan areas such as the one in which this is written. In fact, this idea has the interesting possibility of destroying completely all the important metropolitan areas in the world. Since the "bomb" is now being manufactured by rival powers which dislike each other, it can as well be said for us, as it was said of our forefathers in the Bible that "even now the ax is laid to the root of the trees." The prompt application of sound ethical and moral principles to this depressing situation would throw a strong new light into the darkness ahead. This is an educational job. As a profession, are we really ready?

(*Dynamic Librarianship . . . page 271*)

Seven Definitions of a *Snag*

BY RAYMUND F. WOOD

WHEN I WAS A YOUNGER man and worked for the Forest Service, long before I ever thought of becoming a professional librarian, I was first introduced to the snag. A snag, in forestry parlance, is something altogether different from what it is in the nomenclature of librarianship. To a forester a snag is a portion of a tree which has decayed high up in the air and which will burn easily in the event of a forest fire, but will burn beyond reach of normal fire fighting equipment. It will therefore fall to the ground after the fire fighters have passed by, in an explosion of burning embers which may cause the fire on the ground to break out anew. Therefore it is of the utmost importance that snags be cleared from a forest in which a fire is burning or is expected to burn if the forest is to be saved. "Clearing snags" is standard operating procedure in all forest fire operations.

I have run across other meanings of the word "snag" occasionally, chiefly in connection with the forests though not always with fire. To a fisherman a snag is anything — a branch, a twig, a root — on which he may inadvertently catch his line when casting or trolling. And an outboard enthusiast speaks of a snag, in the most uncomplimentary terms, when his propeller blade strikes an underwater log, or stump of an old tree, or anything else that impedes his noisy progress across the placid bosom of a mountain lake.

As a digression at this point, mention should be made of the one snag which, for the feminine world at least, is more calamitous than any forest fire or shipwreck — the snag in a new pair of nylons! On this subject I will say no more. The masculine world can never comprehend the tragedy of torment, the anguish of soul that comes upon a woman who

realizes she has just snagged her stockings; and the feminine world will be grateful to me if I do not dwell on this painful subject.

The snag, in one form or another, is therefore something that, like the poor, we have always with us. In all walks of life the snag assumes the ubiquity of the proverbial death and taxes.

It is only in the library profession, however, that the snag assumes its real importance as a permanent and integral feature of professional procedure. This was brought home to me rather forcibly upon one occasion when I was being taken on a tour of a large library, and saw, in the Catalog Department, besides the usual shelves labelled "Hold for invoice," "Waiting L/C's," and the like, several well-filled shelves clearly and neatly lettered "Snags." What then is a snag? What is it that we admit the continual existence of, make permanent provision for, and make no attempt to hide under a desk or bury in an obscure corner?

The simplest definition of a snag might be that "things are not what they seem." This is poetical, picturesque, but not quite definite enough. Let us try another approach. It has been said that the snag is the touchstone by which we solve that most difficult of all distinctions, the distinction between clerical and professional operations. If a clerk makes a mistake, it is an error; if a professional makes a mistake, it is a snag.

Now we are getting somewhere. A snag is something, therefore, that of its very nature belongs in the professional category. Only a librarian can recognize a snag; only a librarian can resolve a snag. A snag is something that often requires the master touch. Anyone can make a mistake, and anyone can correct a mistake. It takes brains to identify a snag; it often takes genius to resolve one. To say that a snag is something that has been laid on the shelf because the librarian was busy at

Ed. Note: Raymund Wood, Reference Librarian at Fresno State College has long been a contributor to CL. His humorous approach to various aspects of our library world is well exemplified in this article.

the moment is simply avoiding the issue. Some snag shelves are really nothing but hold shelves, and their contents present no problems that could not be solved if someone could invent a 25-hour day.

A real snag is something far more complicated. A real snag would be, for example, a book which showed a copyright date several years subsequent to the author's death. A clerical person in the Order or Accessions Department, not being trained to watch for this sort of thing, would presumably assign the author's name as given on the title page. A cataloger might assign the Cutter number on the basis of slips made out by the Accessions Department, and the discrepancy in dates might never be detected. But an alert librarian would scent here the possibility of a snag. Perhaps the discrepancy is to be ignored. The work may have been posthumous, and legitimately published after decease. On the other hand there may have been two authors with the same name! Until this point is clarified (and it takes patience, but perhaps not genius to do it), this book remains a snag. Think of the snags that must have been created in Nineteenth-century libraries by the publications of Richard Henry Dana (died 1879), Richard Henry Dana (died 1882), and Richard Henry Dana (died 1931).

Librarians are supposed, as professionals, to avoid snags or at least to keep their number down to a minimum. But we never seem to catch up. Behind everybody's desk there is a small shelf of books or a little pile of documents, patiently awaiting the day when they too will join their fellows in the regular stacks or files of the library. But the librarian cannot work on them yet. They have confused author or agency entries; or they are labelled "Second Edition," but the librarian suspects they are only reprints; or the Library of Congress has sent cards for them which do not fit; or a book found in the return chute belongs to another branch or another library; or a bundle being prepared for the bindery is found to be missing Part II of issue No. 7, and there is no indication as to what Part II of No. 7 consists of; or the collation of a book reveals

a signature missing, or upside down; or loose-leaf inserts come for a book we have not yet received. We never seem to catch up. We say to ourselves that next Monday morning, or Friday evening, or whenever the library happens to be a little less busy than usual, we will "catch up on those snags." But we never do. As fast as we resolve some of the more urgent ones, others arrive to take their places. So the snag shelf remains, a permanent fixture amid the intricate processes of librarianship.

Whenever librarians, "weary and old with service," retire and pass on to their well-merited reward, they leave behind them, as a living memorial to their life's work, a "monument more enduring than brass" — a vast catalog of entries, or a bibliographic tool for the enlightenment of future librarians, or perhaps, more intangible but no less important than these, a whole generation of mentalities enriched, informed, and enlightened by wise direction and advice. We slip from the world unheralded, we librarians. Others come to take over our duties. The work of processing books and of serving the public goes on. Our great monument is unnoticed, unhonored. The catalog on which we labored so long is taken for granted; the generations we have enlightened have already forgotten us. Even our colleagues pay little attention to the work we have done. In at least one matter, however, they cannot ignore us. Inevitably, by the inexorable force of circumstances, each of us will leave behind us some visible, though not lasting, token of our presence in the world of librarianship. Despite all our care, all our zeal, all our efficiency, each one of us will leave behind, as a final memento of our life's work, one forlorn little shelf of snags.

Mrs. Malinowsky wonders if any other library has had this experience: a borrower came in to the Orinda Library one Monday to "legalize" a loan. She had run out of reading on Sunday, went to the library, reached through the book return slot and helped herself!

LIBRARY LINK—Contra Costa County

Reading and the Creative Life

BY DOUWE STUURMAN

THE RHYTHM AND CADENCE of any speech such as I am about to make often has a familiar ring. One of the pleasures, indeed, of listening to anyone talk is to listen to the overtones which belong not so much to the speaker as to his family, his community, his land, his people, his time and his age. One of the nicest lines in Homer is the hospitable recurrent question, addressed to all strangers, "Who are thy people? Where is thy city?" We like to think of a human being as having a background, and we like to hear the human voice against this background, with its passages and places, its silences and echoes. When, for example, in Venice for the first time, we hear a rhythm and cadence never heard before, what we enjoy is the human voice set against a background not of screeching motor cars but of silent canals. Even when the overtones are of a rhythm and cadence more difficult to spot—"the older, colder voices of the sea," or the mysterious melody of "the drawing of this love and the voice of this calling"—even then we can trace back the tears in the throat of the speaker to the *lachrymae rerum*, to the weeping for the unknown darker side of life.

*In Ramah was there a voice heard
Rachel weeping for her children
And would not be comforted
Because they are not*

The words and images and sounds drift down upon us, like a steadily falling snow, surrounded by a gathering dusk, "like another darker snow."

What I have said concerning speaking can also be said concerning reading. Just as the speaker brings with him the vast orchestration of the voices of his background, so the reader brings with him to

the act of reading the entire body of his own experience. We as readers may not be aware of this, any more than the speaker may be aware of his background. Our attention may be so focussed on what we are reading that we are unaware of anything else—indeed, we seldom are self-aware at the moment of concentrated reading. But the truth remains, nevertheless, that we bring more to the book than we get from the book. We bring our private madness to the reading of *Moby Dick*, our own suffering to the story of the man of sorrows. The book, if successful, merely serves to make possible the experience of reading, but in no wise is the whole experience. We see too often the pathetic spectacle of the gross and untutored person trying to acquire culture by buying books and the objects of art. But all art including the art of reading, is made up of a combination of subject and object, of reader and book, and as a result each experience is intrinsically unique, inherently limited to the individual, and therefore incapable of export or import. It is like the good life, which cannot be reduced to a set of rules and principles, to be acquired with acquisitive greediness and exported with evangelical fervor. The artistic life like the good life must be lived out in the quiet of one's own experience.

But though the act of reading is unique for each individual, and is best accomplished in the living small, yet the experience of reading is not itself small. Our attention may be focussed and pinpointedly minute, and the object of our attention pinpointedly small, but what we bring to our reading is infinitely large and abundant and complex. We may, as I have said, not be aware of what we bring, and the chances are we will not be, but nevertheless we are making the contribution. Much of what I am saying this morning, for example, will have a familiar sound, just because it is about this uncon-

Ed. Note: Douwe Stuurman, Professor of English at the University of California at Santa Barbara since 1946 is one of the most popular members of that faculty. This particular article was a paper Professor Stuurman read before the Library Section of the Claremont College Summer Reading Conference.

scious material which we bring to our reading but of which we are normally unaware. We become aware of it only if we deliberately and intentionally, as now, analyze our reading experience. Otherwise we are apt to project, and attribute to the book many of the virtues that rightfully belong to ourselves. On this account I emphasize reading rather than books. Many a man with a magnificent private library has no more to do with culture than does a bookdealer who merely traffics in the art of selling.

Reading is a combination of book and reader, and the art of reading is something that must be learned anew by each individual. The experience is inherently unique. But what gives this uniqueness its value is not its novelty but the fact that it is also creative. Through reading we enter into a world that never was before—in fact, a totally new creation comes into being as we read. We walk where no one ever walked before, in a world new and strange.

This new world with which the reader becomes acquainted is characterized simultaneously by strangeness and by familiarity—familiarity because the material is uniquely his own, strangeness because the material has always till now resided in the dark and mysterious depths of his own being.

But this process of self-discovery is sometimes frightening. What is in the dark of our own being is often there because of an original fear—fear of an overwhelming question we had hoped to avoid, fear that we are inadequate to deal with certain thoughts and feelings that clamor for recognition—and as a result, when in an unguarded moment, such as in unself-conscious reading, we suddenly come upon these thoughts and feelings, we have the same sense of fearful destiny that overtakes lovers when, in a quarrel or in anger, they say things that only tomorrow will prove painfully true.

"How do I know," says the Professor, "what I think until I have spoken." "How do I know what I feel," says the lover, "until I have loved." "How do I know who I am," says the reader, "until I have read." Through reading we become acquainted, frequently for the first time,

with what is within us. And this, as I have said before, is often a perilous process. "My dear one is mine, as mirrors are lonely." And what is true of the isolation of lovers is even more true of readers. We can share things, and even books, but we cannot share our reading experience. It is and remains a lonely performance.

This inability to share our reading experience, this inevitable loneliness of the life of the spirit, is not, however, the whole story. If it were we would all gladly give up our individual existence, our right to go our own way, and would gladly return to the undifferentiated mass of the community, the amorphous amalgam of the tribal experience. But there is another and saving truth. In addition to the loneliness and the fear there is a sense of the fullness and of light. This is essentially what creativity is—it is the bringing into the light of what was formerly in the dark, the giving of form where formerly there was none, the sense of fullness where once there was the void. "And the earth was without form, and void; and darkness was upon the face of the deep . . . and God said, 'Let there be light' . . . and God saw that it was good."

Reading, then, by very definition is creative, if we allow it to be so. By noting what happens in the act of reading we finally become acquainted with ourselves. Through reading we get beyond the ordinary confusions and projections, we reclaim all that once belonged to us, we introject and reintegrate all that we once lost to the world about us, and we arrive at that final illumination of our essential nature which is our goal. "Art is the rendering visible of that true nature which we trample underfoot but which continues to abide within us." All that is in our hearts and minds, even the darkest secrets most carefully guarded from ourselves, in the creative act of reading flow forth in a steady stream—nourishing, revivifying, eternal. This is the river, the streams whereof make glad the city of God.

The dark continent which is the inner unknown landscape within each one of us, the unknown country which is our native land but whose native songs we

have forgotten, has its own rhythm and cadence, and when we accidentally hear its songs and accents, we experience all the pleasure of the exile who on a distant shore hears his native speech again. Actually we remain in touch with these hidden melodies all our life, but only through the creative act of reading do we redeem them and learn to sing them at will.

*By the waters of Babylon
There we sat down, yea, we wept
When we remember Zion.*

But how does one go about remembering Zion, how does one learn to read creatively and redeem the land lost in our time of exile?

The answer is simple, and to some shocking, for we redeem the land, we rediscover Zion, through suffering—where suffering means, not senseless agony, but the permissive attitude of the mind which tolerates all. In ordinary hours we are not creative. The ordinary consciousness knows nothing of the reality that lies hidden beneath everyday life—and to acquire a true knowledge of things we must be willing to destroy the comforting familiarities of everyday existence. Habit and routine, says Proust, can become a sort of second nature, preventing us from knowing our original nature with its cruelties and enchantments. Consciousness is often limited to this second nature, while our faces and voices often unconsciously reveal a pain and a wisdom that our ordinary consciousness does not know. Our reading, too, often unconsciously permits us to return to that native land for which we are always seeking, toward which we are always moving.

The enlarging of our consciousness through reading, through suffering, is achieved in many ways, some ingenious, some not, but all aimed at outwitting the restrictions of ordinary consciousness. One of the simplest devices is to read early in the morning, while still in the presence of the eternal world of dreams, before the false day has begun with its problems and preoccupations. Once the day has begun to weave its Gordian knot of time, shuttling back and forth between past and future, drawing the knot tighter by its monotonous rhythm, it becomes impossible to

create a pattern of life in which the extraordinary is permitted to take its place beside the ordinary. In Thornton Wilder's *Our Town*, for example, the little girl returns to relive the happiest day of her life, only to find it ruined by sheer ordinariness. Nobody really notices her, nobody is really present. Everyone is preoccupied, bypassing the present and looking over its shoulder at the past or the future. There is infinite sadness in the little girl's cry, "Daddy, please look at me."

Reading is our chance to look at ourselves, to see what we are at any given moment. This takes courage. It takes compassion. What we don't know concerning ourselves, what is in our unconscious, is largely there because it is made up of darksome fears, and, says Auden, these children of the night need our love too. "Follow poet, follow right to the bottom of the night," and trembling we take the silent passage into discomfort. In the words of Dylan Thomas, we travel toward the ambush of our wounds, down the silent road to ruin we must run. There is no other creative way.

In conclusion I would like to say that, however we look at it, the amount of life we wish to redeem is in our own hands. We can live removed and monotonously, as though we were a musical instrument rendered silent by the uniformity of ideas and ideals, or we can live creatively giving free rein and full recognition to the irresistible forces of life within us.

*Exiled in us we arouse
The soft, unclenched, armless, silk
and rough
Love that breaks all rocks.*

And it is through reading that we do this. Books release the life energies that flow forth and give meaning to all this "mapped and blossoming earth." It is only when life's energies are low or dying that we are content with the soothing virtues of monotony. When the dawn of a new day comes, "The heartstrings, like a harp laid by, yearn to be plucked and sounded again, by some hand, even a brutal hand." We are then spelled awake by a sound that takes us to the edge of our own world, and this is the creative process, the promise of the creative life.

You Too Can Borrow On Interlibrary Loan

BY MRS. MARGARET D. URIDGE

ARE YOU A LIBRARIAN IN A SMALL OR medium sized public or high school or college library? Are there adults among your clients who ask for books that you do not have? What do you do then? Give them just a pleasant "I'm sorry, but that publication is not in our collection"? Or, do you refer them to a larger library that may be in the area? Or, do you offer to try to get them the title, if it is really of serious interest to them, on interlibrary loan from another library?

As a university librarian who has been concerned with the lending and borrowing of books on interlibrary loan for many years, both in California and elsewhere, I am continually surprised by the scholars from out of town who stop in my office to ask how they can obtain needed books that are not in their local libraries. Sometimes these inquiries come by mail. Sometimes even by long distance telephone. A few are from strangers in their own communities who have not really investigated the library resources of the area. But too many of them tell me that the local librarian has either said she cannot try to obtain the materials for them, or seems to know nothing about — or is afraid to try — the service of interlibrary loans.

The following is written, therefore, to those librarians: to the many who could be utilizing the excellent resources of the libraries within the state if they knew how really simple it is and how willing the other libraries are to assist, providing the material requested is for adults, or the unusual "genius" students, who are really concerned in seeing and using materials beyond the scope of the local library's collection.

Ed. Note: One of California's best known librarians, Mrs. Margaret D. Uridge serves as Head of the University of California at Berkeley's Interlibrary Borrowing Service. She has held many CLA offices and was formerly chairman of the Northern Division and State Coordinator of the CLA Regional Resources Coordinating Committee. She is currently a member of the ACRL Interlibrary Loan Committee.

I suppose I should insert a little warning here, however, lest you be carried away with enthusiasm beyond the scope of so called "legitimate" interlibrary loans. Most libraries will not be willing to lend to other libraries the current best-sellers, either fiction or non-fiction; nor the current issues of magazines easily purchasable on newsstands; nor hard-to-ship materials like newspapers, large atlases, or large books of plates; nor very rare items such as books printed in England before 1620; nor fragile materials that could be damaged in transit or through careless, unsupervised handling by an "unknown" reader. And then there are in most libraries special collections that have restrictions on their use that prevent those books from being lent outside of the library building. These include books on reserve use for classes in university, college and high school libraries as well as special gift collections and rare book holdings.

But, if you get a refusal from one library to lend a specific title because it is in a closed collection, that does not necessarily mean that it would not be available from another library, possibly of a different type which serves a different kind of clientele and therefore may not have the same kinds of material on restricted use. If your borrower is serious in his need, you are justified in trying further — even to the extent of asking assistance from the National Union Catalog in Washington, D.C. in locating copies that would be available.

How do you do this? What procedure do you follow to borrow on interlibrary loan? Isn't it complicated and expensive? No—it is just a matter of following a few simple rules, which are based on courtesy and the recognition that such a request is asking a favor of the lending library and therefore should be made in such a way as to make it easy for that library to lend to you. This means giving as complete a citation to the title wanted as you can possibly obtain; making your request

on appropriate forms; and enclosing a shipping label self-addressed to your library — thus reducing the lending library's clerical work to a minimum. Then, when you have received the material on loan you should follow strictly any specifications on its use given by the lending library, such as restricting its use in your library if so requested and including the prompt return by date due, careful packing for return shipment and the assumption of responsibility for replacement or reimbursement for any damage or loss to the material while on loan to your library.

Here in California we are fortunate in having a very efficient, helpful and strong State Library with a rich research and reference collection. This collection is augmented by a Union Catalog which represents county and municipal public libraries and many college and university libraries. So the first step is to write to the State Library for the loan of a wanted title or for a location if the book is not in the State Library collection. The State Library has its own marginal-punched request forms to facilitate such inquiries and will send a supply to any library in California asking for them.

To borrow from libraries not in this state cooperative system, the accepted request form is a 5x8 multiple carbon form endorsed by the American Library Association for nationwide use. These forms are purchasable for \$2.75 per hundred from Gaylord Brothers, Stockton, California or from Demco Library Supplies, Madison 1, Wisconsin. With a purchase of your first hundred units from Gaylord Brothers you should receive a copy of the "General Interlibrary Loan Code, 1952, Revised Edition 1956." If you don't—ask them for a copy. Or, better still, ask them for it when you place your first order for forms.

This "General Interlibrary Loan Code," written in 1952 and revised in 1956 by Interlibrary Loan Committees of the Association of College and Research Libraries, has been accepted by six national library associations as the basic code for interlibrary loans. If you follow its recommendations you should be able to borrow easily from other libraries. The California

State Library is more generous than the Code regulations, for it feels that part of its function is to supply to libraries within the state, on loan for their patrons, those more expensive, more technical and less frequently used materials that most of the medium sized or smaller libraries should not be expected to own.

After you have tried the State Library — for you should try it first — and you find they do not have the book and have no location for it, then you are justified in trying the college, university or even special libraries that might have the material. If your library is located within commuting distance of such libraries, suggest to your patron that he go to them and use the material there. If the material is not within in your area, or your library is so situated that there are no large collections within easy transportation distance, then you can write (using one of the ALA Interlibrary Loan Forms for each title wanted) to the closest library that you think might have the title. Sometimes the patron can help you in deciding which one, from his knowledge of the subject field. Address your request to the "Interlibrary Loan Librarian," unless you know specifically who is in charge of such loans. And — enclose a self-addressed shipping label.

If the title is a periodical, magazine or serial the location of files can often be found by checking the "Union List of Serials" with its two supplements; or similar compilations such as those issued by the Southern California and the San Francisco Bay Area chapters of the Special Libraries Association; or the "New Serial Titles" now issued by the Library of Congress. If your library does not have these compilations you can have your local county library or the State Library check their copies for you.

How do you know which libraries might have book material you need if the State Library hasn't been able to help you? Again, there are some published guides that give indications or subject specialties. The latest of these has just been published by the Regional Resources Coordinating Committee of the California Library Association and is titled: "Finding list of special collections and special subject strength

in California Libraries," and is purchasable from CLA headquarters for \$1.75. This Finding List is based on the results of a questionnaire sent out in 1952 to all libraries in the State, asking for listings of their special subject strengths, particularly if unusual to their type of library, and with foreign language material especially included. Then, in back of the "American Library Directory" there is a subject listing to special collections and the Special Libraries Association published in 1953 the "Directory of Special Libraries," with a subject index.

If you have been unable to locate within California the desired title, then you can write to the National Union Catalog, Library of Congress, Washington 25, D.C. This request can be in letter form, but a duplicate copy should always accompany the original so that they can annotate the carbon copy and return it to you with their locations indicated. And, be sure your library's name and address are on the carbon copy as well as the original. Their location notations are usually given in symbols, which are similar to those used in the "Union List of Serials"—the first letter standing for the state, the next the city, and then the library within the city; with a single letter (for the state) meaning the state library; the letter U following the state symbol meaning the state university; and just two letters for state and city meaning the municipal public library in that city.

It may be that your patron is a research scholar, possibly retired or writing a book or a paper, who requires some materials that are not easily found in libraries in this country. If you think this may be true, and he tells you it is important to him to see the publication, you can ask the National Union Catalog to circularize for it if the title is not located in their catalog. They do on a circular letter sent out weekly to sixty research libraries in the United States and Canada. These libraries check their catalogs for the title, and report back to Washington those that are in their collections. It takes about six weeks for the answers to come in and be reported by the National Union Catalog to the original inquirers.

Is there a charge for the service of interlibrary loans? No—just the transportation costs. The State Library pays the transportation costs to your library, and you pay the return costs. Other libraries expect you to refund to them in stamps, enclosed with your notice of return shipment of the publication, the costs of sending you the volume. Whether you charge your borrower these transportation costs depends upon your library policy—some libraries do, and some feel it should be absorbed as part of the justifiable cost of service to their public.

Normally the transportation costs are minimal—as books can be mailed to and from libraries within the state at the special library book rate of 4c the first pound and 1c for each additional. Insurance, of course, is extra—and has to be figured as at least 15c if you want a tracer for the package through the post office, which is done only for packages insured for \$25.00 or more.

Books mailed out of the state at present can be sent at 8c the first pound and 4c each additional, but if the postoffice bill now being considered in Congress is passed the costs will go up to 10c the first pound and 5c each additional. Again insurance is extra.

Unpublished theses are at present considered manuscripts by the postoffice and therefore must be sent either first-class mail or by express. Most libraries ship them express, with the minimal charge of \$2.02 *each way* for the first three pounds, insured for \$50.00. If your borrower is interested in your borrowing doctoral theses—warn him not only of the \$4.04 minimal round-trip cost but also of the fact that most American university doctoral theses presented since 1952 are not available on interlibrary loan, but only through the purchase of microfilm copies.

To summarize the procedure for borrowing on interlibrary loan for your serious adult reader or your "genius" student:

- 1) Obtain from him as much bibliographical information about the book wanted as he has and if this is meagre, ask him for the exact reference where he saw the title listed.

(*Interlibrary Loan . . . page 273*)

ADULT EDUCATION IN THE PUBLIC LIBRARY

BY CYRIL O. HOULE

TWO WEEKS AGO to-day it was my privilege to be one member of a group of people who were taken on a tour of the Argonne National Laboratory. At this great experimental center, supported by the Atomic Energy Commission, thousands of scientists are working together to discover the ways in which atomic energy may be used for peaceful means. As you can imagine, all of us went to that experience with awe and concern, our minds full of all that had happened since Hiroshima. But it was not so much the past as the future which kept us quiet and thoughtful as we journeyed to the gates of the laboratory. We knew that, at the Argonne, we were certain to catch a glimpse of a future America.

When we arrived, however, we soon discovered that the mood of those who were working at the Argonne was in striking contrast to our own. Their general air was one of calmness and casualness. Even as they handled the dangerous materials by remote control, they seemed like very ordinary people doing very ordinary things, laughing and joking and, at the appointed time, taking a coffee break. One could almost think that they were not aware of what they were doing.

As we watched them and talked with them all through a long afternoon, however, we came to realize how really dedicated they are. One group is concerned with the production of energy and has managed to make a small amount of radioactive material produce a steady flow of 5,000 kilowatt hours of electricity. An-

other group is using radioisotopes to study cancer and other diseases. Still another is developing new methods of preserving foods. All three groups and those working on other aspects are very well aware of the importance of what they are doing and have a sense of the great significance of their potential contribution to mankind. But they are human and many of them have been working at the Argonne for years. What was novel and exciting to us had almost become routine for them.

The public library is one of the most widely known institutions in our society, and nobody could approach it with the sense of awe and dread that he would have on entering an atomic energy laboratory. And yet I must confess that when I enter a library, I often have the same kind of feeling about its great historic role and its potential for the improvement of mankind as I did that day when I went to the Argonne. Librarians deal with ideas, those powerful essences which influence men's minds as radioactive substances may influence their bodies. Librarians seem to be casual as they go about their various tasks at the circulation desk, the cataloging room, the telephone, and elsewhere. After all, they long ago became used to the idea that books are potent when they are put to use in the lives of people. But I am not deceived by their calm and unconcerned manner for I know that, behind it, there is an underlying sense of purpose and dedication in using the materials of communication to improve individuals and the society in which they live.

The library is, in many ways, the most fundamental of our adult educational institutions. First, it is the storehouse of knowledge and of ideas that can be put to use in the service of mankind. Second, of all of our institutions of adult education, the library is the most flexible. The person who wants to learn can go to the

Ed. Note: Dr. Cyril Houle of the University of Chicago is a well known leader in adult education and an enthusiastic advocate of libraries. Dr. Houle was the featured speaker at the CLA sponsored institute "Adult Education in California Libraries" held in Fresno April 4-5 by Edwin Castagna's Adult Education Committee. This important address has already been briefed in one ALA publication and will later appear as a reprint from CL in the ALA Bulletin.

library at any moment on any day; he does not need to conform to the rigidities of the semester, or the quarter, or the term. He has available a rich curriculum; every book or group of books he reads is a separate course of instruction. And he can proceed at his own rate. Third, the library provides the means by which all the other institutions of adult education can use the communication materials which are needed in their work.

We meet here today and tomorrow to consider how the public library may use these advantages to become a more powerful instrument of adult education and thereby increase its influence in helping to build better people and better societies. I speak to you as a non-librarian and there is, of course, a tendency for people in my position to tell you what you ought to do. This tendency is, in a sense, a tribute to the importance of the library. It usually means that you are already doing so many things so well that people would like to have you do other things too! But I shall not indulge in this favorite sport of conference speakers for I am already too well aware of your present burdens to wish to load any more upon you. Instead, I should like to try to examine the things you are already doing to see whether, underlying them, there is a rationale, a structural framework of principles, which, if made explicit, might permit you to do the things you want to do more fully and more effectively. There will be time enough in the later panels and discussions to get down to specifics and techniques. This morning let us try to establish the set of conceptions that will integrate our further discussions.

A first consideration is to realize that the purpose of the library must go beyond the maintenance of the library itself; it should be the instrument by which the library staff and the board help the community to be better. This point is generally and widely understood even by those librarians who appear to spend their time thinking solely about the improvement of the library as an institution and by those boards who devote their time to questions of finance and routine operation. Both know that the library is a means, not an end, and that unless the end is defined,

there is no sound basis for improving the means.

To say that the library is an educational institution is to define its purpose in the broadest terms. Education fundamentally is a way of helping people to change themselves, of aiding them to achieve skills and knowledge and insight, to deepen their appreciation and their attitudes, and to build that indefinable balance of values which we refer to as character. Given unlimited resources and unlimited time, the library might try to provide any kind of education which anybody in the community might feel he needed. Since resources and time are always at a premium, the library board and staff have to choose those goals and activities which can be most effectively combined into a sound and manageable program. It is imperative that they ask, with Herbert Spencer, "What knowledge is of most worth."

The answer to this question must vary from library to library, even as it does from university to university or from school to school. But in the broadest sense all institutions of the same type tend to have the same basic objectives and so it is with public libraries. We usually think of adult educational goals as being related either to the individual learner or to the society of which he is a part, to man as man or to man as social being. Let me therefore try to identify for you what the library ought to want to achieve, at the farthest reach, in terms of the development of individuals, and what it ought to want to try to achieve, again at the farthest reach, in terms of the society. I should be content with two major goals.

The first goal, the one related to individual development, is to try to help people come to have a full acceptance of responsibility for their own self-education. With children, we must recognize the need for careful nurture and guidance as they move along age by age and grade by grade. But gradually there should grow in the individual the conception that he is responsible for his own further development. Moreover, activities which bear out that conception should be a perfectly natural part of continuing life, like buying clothes or food, seeking better shelter or

recreation, or going off on a vacation. Often young people leave our schools and colleges with this conception and with these habits—but often they do not. Our task in the public library then is to serve those people who do have the conception and to try to help those who do not to achieve it. Psychological studies have shown that adulthood is the time when people reach the peak of their learning capacity, but if they do not maintain that peak, the effect of disuse is to make them lose some of their capacity to learn. So it seems to me that the practical ideal toward which we ought to aim is the ideal of the man or the woman who continues to direct his or her own education. I mean the individual who sometimes alone, sometimes in groups, continues in the infinitely varied succession of his days, and according to the needs and interests those days bring, to consider how he may be made better, growing not only in knowledge, but also in his capacity to get new knowledge.

Our second goal, our ultimate social goal, is a society in which such thoughtful people work and want to work together in a reasonable, intelligent way, using factual knowledge in the service of their social needs.

These two goals are very broad, but if you think about them I believe that you will discover that they are discriminative. They suggest positively the conceptions toward which we aim in library adult education. They suggest negatively the sorts of things we should not do: we should not set up rigid, structured patterns of education; we should not aim at any more nurture or guidance than is necessary to help free and independent people find what they want or to help people to become more free and independent; and we should not fail to have a close and central concern with the community which the library serves. Moreover these two goals, when analyzed, reveal four emphases which may provide even more positive and specific guides to the work of the library.

A first emphasis should be on the improvement of services for those who are already capable of directing their own education. Given the tradition of the pub-

lic library, this emphasis is perhaps the easiest one for it to adopt. How often have we heard of "expressed demand," "felt need," the "communications elite" and of that wonderfully "well-rounded" collection which will be able to provide all the books that are requested. These aspirations are perfectly sound so long as they establish one emphasis and are not taken to define the sole purpose or function of the public library. In fact I am rather of the opinion that the library might well do more than it now does to interest the self-educated people in our community who are not using the library. For example, Professor Wight was telling me yesterday of two comparable libraries, one of which has a very strong collection in the field of accounting and the other which does not. In the first library, all the young accountants of the community are using the collection and are working at its further development. The second library has neglected an important, though small, group of people who are already self-directed toward education. What the librarian needs to do in furthering this emphasis is not merely to serve better those who are already using the library but also to try to find the other people in the community who have the desire for self-education and see whether the library can offer them substantial help.

A second emphasis should be on the strengthening of the library itself as an instrument of education. The library by its very complexity and flexibility meets many needs. Whenever a book is taken out for a serious purpose, then that book is an educational instrument. The total educational effect of a library is therefore a direct product of its size, its spread, and the quality of its staff. To talk this way is to talk as a promoter—and, indeed, I am a promoter. In fact, my chief worry is lest librarians will not set their promotional goals high enough. Let me illustrate: suppose you are in a community of 100,000 and suppose your total circulation is about 600,000 books a year, or six per person. Now suppose that the people of that community really came to take self-education seriously. Some of them might borrow as many as three, five, or seven books a week. But let's just say that the

average person directing his own education and using the library to do so might borrow a book once every two weeks—surely not a heavy reading load! The total circulation of the library would then be 2,600,000 books, not 600,000. Unless we set some such goal as this, we shall never achieve it. In the middle of the nineteenth century, those advocating the common schools were not content to say that they wished to educate less than all the children. Why should we not follow their example?

We sometimes think much too simply about library public relations. I should like to suggest that it is, in reality, a rather complicated task. Suppose that it were possible for you to place all the people in your community on a long list starting with those who know the most and care the most about the library down to those who know the least and care the least. Your list would have infinitely varied gradations but I think that it might be possible for you to mark out five main groups, each of which would shade into the one above it and the one below it.

At the top would be the professional librarians.

The second group would be made up of those we might call the "actively concerned," the people who are deeply interested in the library, who take it as a cause or a mission and who want it to develop. Present and past library board members would make up the nucleus of this group but it would—or should!—also include many other citizens who have a deep interest in the library.

The third group, a much larger one, would be made up of the purposeful users, those who are conducting their education in part through the library.

The fourth group, still larger, would be made up of the random or occasional users, who take out books now and then but with no clear purpose in mind other than amusement.

The fifth group, the largest of all, is made up of the inattentive. They may know the library exists but it would not occur to them to use it.

Library public relations often appears to focus almost entirely on the inattentive.

Now this certainly should be a central focus of promotional efforts but there are public relations jobs which should be done with the other four groups as well. After you make an inattentive person a random user you have done something of real worth. But then you have to turn the random user into a purposeful user. And then you have to infect some of the people who are purposeful users with the virus from which you yourself suffer, namely the belief that the library is an institution which ought to be developed and made stronger in our society. Those who are actively concerned need to learn how they can be most effective in helping the library. And even the professional librarians are in some measure a public relations opportunity as they are helped to see beyond their own particular fields of work and specialization toward an understanding of the whole library and how it may advance.

The dictates of time prevent me from developing the full implications of this approach to the improvement of library public relations. Permit me only to suggest that each group is extremely influential so far as those below it are concerned. The actively concerned citizen can often do far more than the librarian to reach the inattentive, and the purposeful reader sets a constant example for the random reader. Only a full-scale program aimed at all five groups will suffice to strengthen the library as it should be strengthened.

A third major emphasis in public library service should be to increase the number of those who can direct their own education. (In some measure, the movement upward from one group to another which I have just referred to as "public relations" is also important here.) Our schools and colleges have not yet succeeded as well as they should in turning out young people who are fully prepared to direct their own education, perhaps because the message of lifelong learning has not yet reached the teachers in those schools and colleges. One of our larger tasks must be, I suppose, to get the message to those teachers so that later generations will be better able to direct their education than ours is. But there are more specific, more immediate things which the library can do even for

the present generation which, I must remind you, is the only one to which you and I will belong.

One way is, of course, to try to hammer home the point directly by publicizing in any way possible the great importance of adult education—by posters, by films, by displays, by the use of the mass media, by talks, and by building up those parts of the collection which tell people that life-long learning is important and how to go about it.

A second way is to set an example. Let me draw a parallel: suppose that you visited two classes in woodworking and found that the teachers in both were doing an adequate job in teaching the use of tools, the nature of materials, and the specific processes which should be used. But one teacher is creating, in addition, that indefinable element we call craftsmanship which is demonstrated in everything he does and in each specific relationship he has with his students. My moral is, I suppose, clear. The librarian who is himself a self-educated person, deeply interested in books and learning, is likely to create a similar interest in those patrons whom he serves.

But there is a third way as well, though I cannot give it a name or tell you precisely how it occurs. In the course of a great deal of library use and visitation over the last twenty years, I have become convinced that there are some librarians who seem to have the capacity to stimulate in patrons a deep interest in and concern for reading. How do they do it? Is it merely that they themselves love books or that they have attractive personalities? These elements are surely significant but I believe there is something else as well, some natural process by which a gifted librarian draws individual patrons along, creating an ever deeper awareness of books and a capacity to use them. If pressed, I think I could even suggest the steps by which this process occurs—but it would only be a guess on my part. We need research into this inter-personal relationship. The "natural-born" cook does not operate according to formula, but if we want to achieve some approximation of her results, we must watch to see what she does and then

try to repeat the process ourselves. There is no other way.

Suppose we could develop theories and techniques concerning the proper inter-personal relationship between librarians and patrons? Would we not be likely to have a real break-through in library service? You will say perhaps that when so many people use the library, there is not time to enter into a deep relationship with each one. I will agree. But I will add that every librarian could try to help at least a few people each year to move toward a greater capacity for self-education. Even if each librarian could influence only twenty-five people a year in this fashion, the cumulative total each year—and over the years—would be very great.

The fourth emphasis in the adult educational program of the library should be on the direct improvement of the community. All of us are looking with great interest at the work of Ruth Warncke and her staff and I am certain that when their study is done, they will have much to tell us about the proper relationship between public libraries and the communities they serve.

No matter what you say or believe about the propriety of a library staff trying to improve its community, you are actually trying to do so! The very book collection proves the point. Books are selected by people, not machines; since people have values about what they believe to be good or bad, important or unimportant, relevant to the community or irrelevant, they will select books at least partially in terms of those values. If I studied the catalog of your library, I am certain that I would learn something about your values and something about the aspirations you have to make your community better. Now if you are going to apply values, should they not be conscious values? Would it not be well to make a study of your community to analyze its needs rationally and to determine how those needs may be met? Even to ask the question is, in my opinion, to suggest that the answer should be affirmative.

In the foregoing paragraphs, I have suggested four central emphases: to try to serve those who are already directing their

own education, to try to broaden the library so that it is a much more powerful instrument, to try to reach those individuals who are not being self-directed in their education, and finally to try to serve the needs of the community. I think what I'd like most of all to convey to you is that in the day-to-day operation of the library you always have to strike balances among these things. If any one of the four is given a dominant role the others will suffer. All the practical decisions of life are made in terms of finding a balance among values, some of which may be conflicting. When you planned your trip to Fresno, you probably thought of at least three elements—speed, comfort, and expense—and made your final determination in terms of some combination of all three. If you were offered a new job, you would strike a balance among various factors including salary, living conditions, the attractions of the community, the possibility of advancement, the possibility of growth on the job, and the desire to escape present frustrations. The work of the library is complicated. It cannot be guided by some single simple goal. In the day-to-day operation of the library, we must constantly strike a balance among the various goals which we seek.

We have dealt now with the broad goals and the major emphases of the library as it fulfills its adult educational function. The means which it has available are extraordinarily varied and I shall not try to list or to evaluate them. It may be useful, however, to suggest that there are certain principles of method which the library staff can usefully establish as guides to its work. My assumption here is that librarians are very busy people, an assumption which I doubt that any of you would deny. During the course of a day, there are many things to be done and many decisions to be made. These daily decisions, added up through the weeks, the months, and the years, are, in sum, the decisions which determine the broad trend of development of our libraries. And so it seems to me that if I were a librarian I would try to some extent to base the daily decisions concerning the education of the

adult public on principles. Let me suggest a few.

First of all, as we think about our library adult education program, we ought to be sure that it grows out of the nature of the library, and is not merely borrowed from some place else. There has been a tendency in the past for librarians to be too much influenced by the educational programs of other institutions. Because of the great size of the schools and the universities of this country, the American public often seems to believe that their activities are synonymous with education. In such institutions, learning ordinarily takes place in groups. Therefore, if the library is to be educational, it must provide group activities. This conclusion may be true but not for the reason suggested. If a library has group activities, they should be developed with a clear understanding of their relationship to the goals and emphases which the library has adopted. One kind of institution can borrow principles, ideas, and notions from another but it can almost never take over a program intact. Groups of Scandinavian immigrants have tried for many years to bring the Folk High School to this country but without notable success, because the Folk High School is not native to our soil. In our university continuation centers and residential schools, however, we have made our own adaptations.

A second principle is related to the point I was making a while ago about the need to strike a balance among emphases. In library adult education, the program should not be built around single purposes or single activities. It does seem to me, as I read the library adult education literature, that there has been a large number of needless controversies. Some people have raised the flag for group activities. Some people have urged service to the individual. Some have struck up for the communications elite. Some have pointed out that the true destiny of the public library is to be the communications resource for all the other institutions. It seems to me that all these are true. We don't need to choose some one of these and to build upon it, but rather to seek a flexible balanced program which might

grow out of the combined use of all of them. I don't know why things that should be supplementary to one another so often are taken as contradictory to one another. A broad complex of services is needed if the library is to move forward with a sense of purpose and dedication toward its broader destiny.

A third, and related principle, is that adult education is not the part of some one unit in the library. It's the whole task of the library, and every part of it. Book selection, cataloging, arrangement of books on the shelves, circulation, the handling of groups, and all other elements of service, ought to be meshed together. You may need a specialist in adult education to take the lead and to stimulate the other staff members, but it seems to me that it is essential to integrate the work and to consider that all of the people on the library staff have some fundamental part in it.

I would make very much more of this principle except for the fact that it has been dealt with so well in the new book by Eleanor Phinney called *Library Adult Education in Action*. In this book, Miss Phinney has performed a great service to American librarianship. She has made a close study of what five small- and medium-sized public library systems are doing about adult education and, by presenting the results of her case studies, has shown us exactly what is going on and how total systems of library service may be influenced by the concept of adult education. If you have not read her book and made it available to your library trustees, I hope you will do so.

Fourth, a fundamental principle of education that we ought to consider is the fact that we aim toward broad goals but people have to go to them through specifics. People's minds become engaged in differing ways with differing matters of interest and need. And so what we have to do is to build within the library a broad-based program which rests fundamentally upon needs and interests. The old cliche is that you have to start with the people where they are, and I object to this cliche only because so often the other half of the sentence isn't put in: "and take them

where they ought to be." In building an adult educational program, we have to use what I would call an engineering approach. The fundamentals are the same everywhere but each of us serves in a particular library. It is for this reason that we must study the community and the individuals within it to see what their particular needs may be. Then we must design a program that will meet those needs, and we must carry out all the steps of that program. The engineer never builds bridges in general, he builds specific bridges, designing each one according to fundamental principles but also for a particular terrain and using particular materials. We must do the same, expecting that even in the use of general goals and general principles, there will be an infinite diversity from one situation to another. We have to see very clearly what it is that we want, we have to identify our objectives, and we have to do so in practical terms of what can be achieved.

My fifth principle is that of gradualism. Adult education has been rejected by some librarians because it seemed to imply to them that the whole program of services had to be reconstructed over-night. Practically, of course, we all know that the work of the library must go on each day with the kinds of services that we have led our public to expect of us. Perhaps 95 to 98 percent of the librarian's time must be devoted to routines. But if you can direct 2 to 5 per cent of your time, toward creative growth, you will be astounded how soon the results will show up in the whole institution.

In this paper I have tried to move from the very broadest considerations to those which are as specific as seems to be appropriate in a "key-note" address. The framework for adult education in a library is a vast one; as we have seen, it must be concerned with the very large task of improving mature individuals and the society in which they live. If I had to put my beliefs in a single sentence, I would say that adult education is not merely a set of techniques or processes or departments or people; it is a spirit which suffuses all the work of the library.

LEGISLATIVE POSTSCRIPT



Governor Goodwin J. Knight signs AB 2787, creating the California Public Library Commission. Watching him are Percy Heckendorf, Vice-President and president-elect of the Trustees' Section, California Library Association; Katherine Laich, Chairman, CLA Legislative Committee; Mrs. Carma R. Zimmerman, California State Librarian; and Harold L. Hamill, Chairman, CLA Library Development and Standards Committee. The bill became law September 11, 1957.

The July *California Librarian* had to go to press before the deadline for the signing into law of the bills passed by the Legislature.

To make the record complete:

1. Governor Knight has signed AB 2787, the California Public Library Commission bill, chief item in CLA's 1957 legislative program.
2. He has signed *all* the other CLA bills listed in the July *California Librarian*, pages 154-155, *except* AB 1941. This bill, which would have deleted a fixed term of office for County Librarians under civil service, thus permitting salary raises, was pocket-vetoed in view of the fact that a Senate constitutional amendment had been approved which will bring to the voters a proposition to remove this limitation from *all* county and municipal officers.
3. Governor Knight vetoed SB 1839, the school library book selection bill, actively opposed by CLA's Intellectual Freedom Committee.
4. The Joint Legislative Investigating Committee of Public Libraries created by AB 2787 at the last session of the Legislature is coming to life. Each of the two houses of the Legislature has appointed its members. Representing the Assembly will be Ernest R. Geddes, Claremont, and William Byron Rumford, Berkeley. Senators on the committee include Senator Fred S. Farr of Carmel, Monterey County, and Paul L. Byrne, of Chico, Butte County. Governor Knight is expected to appoint the nine citizens-at-large sometime in early October.

ACADEMIC LIBRARY NOTES

BY GORDON MARTIN

SPACE IS LIMITED this issue, what with Fresno Conference notes, James Gillis, and other matters of state, but I will try to record as much of the news as possible.

Palo Verde Valley College at Blythe is establishing a new library this year with Mrs. Louise Helswick as Librarian. The library will have 4,000 volumes, listening room, work room, and reading room for 30 students.

UCR Library finally acquired two new catalogers during the summer: Clifford Wurfel (UCB) was formerly with UCLA's Bio-Med Library; Karl Geiselman (Columbia), formerly with the Brooklyn Public Library.

Mrs. Jeanne H. Lloyd has been appointed Librarian of the Citrus Experiment Station Library at UCR. A Louisiana graduate, Mrs. Lloyd has served with the State Department and LC before joining the CES Library staff five years ago.

John Thayer, formerly with the University of Arizona, is Head of Reference and Branches at the Honnold Library, Claremont. Spencer Brown (USC '57) is new Head of Circulation. Julian Michel, Associate Librarian of Honnold, read a paper on Ronsard at the annual meeting of the MLA in Madison during the summer. David Davies, Honnold Librarian, has been on a bookbuying vacation in England, France and Holland during the Summer.

William Forrest (USC '57) has joined the Technical Services Department of Cal Poly, Pomona.

Mrs. Rose Goodheart is a new member of the Chaffey College Library staff, having formerly been with the Ontario City Schools Library.

Elliott N. Lacy, formerly at Lockheed, became Head Cataloger at Caltech, Pasadena, in September.

The Phil Townsend Hanna Collection of some 2,000 volumes including Western Americana, cook books, press books and others, was a recent gift to Scripps College, Claremont.

Fred Osborne writes that the new library of LBCC, Liberal Arts Division, should be completed in January. It is to be an air conditioned building with four large reading rooms, five group study rooms, audio-visual room, and a two-deck stack for 65,000 volumes. Construction progresses also on the new building at the Ramona Campus of LASC. Plans are being completed for a similar building on the San Fernando Valley campus.

Page Ackerman, Assistant Librarian at UCLA, and her committee relaxed after planning and conducting an extremely successful Institute on Library Administration in August. The Institute was stimulating and provocative and beautifully run. Others are planned on different subjects in future summers.

Lyle F. Perusse has left the UCLA Reference Dept. to be Fine Arts Librarian of the Pasadena Public Library. Donnarae Thompson is the new University Elementary School Librarian. A UCLA and UCB graduate, Miss Thompson has been with LAPL for the past two years.

Charles E. Rush, Librarian Emeritus of the University of North Carolina, has presented the Clark Library with fifteen Grabhorn imprints from the earliest years in Indianapolis and San Francisco.

USC's Librarian, Lewis F. Stieg, takes a two-year leave of absence to be Director of the Institute of Librarianship at the University of Ankara, Turkey. Hazel Rea will serve as Acting Librarian in his absence. Helen Azhdarian, USC Reference Librarian, goes on sabbatical early next year to make a comparative study of reference services in English and American universities. Ruth Cox (Ill.) is the new Administrative Assistant at USC. Two recent USC graduates have joined the staff: Ferenc Spreitzer as Head of Photoduplication, and Thelma Dealy in Catalog. Anne Middlebrook is new in the Science Library and Mary Knowles in Circulation, both recent Minnesota graduates. Some \$2,200 was contributed by LA City Schools employees for a Claude L.

Reeves Memorial Fund to buy materials for the Curriculum Library at USC. The USC Library had a fire in the Newspaper Room in August, causing some damage to newspapers and unbound periodicals stored there.

Elizabeth Martin, Librarian of Monterey Peninsula College writes of the formation of a Northern California Junior College Library Association in May. The new organization will serve as a clearing house for junior college library problems and represent Northern California JC librarians to other organizations and agencies. Miss Martin is chairman of the group, Merrill Folson, Oakland JC Librarian, is Secretary. A similar organization is planned for the southern part of the State.

W. Roy Holleman, UC Scripps Librarian, has been elected President of the Southern California Chapter of SLA. David Locher, former Scripps cataloger, has become Reference Librarian at the University of San Francisco. Jean Hendley has assumed the cataloging work at Scripps.

Henry C. Ely (UCB '57) has joined the Reference staff at UCSBC. The re-cataloging project begun there in 1950 under Margaret Smith, former head cataloger of Knox College, is now completed. Some 23,500 volumes were re-cataloged from D.C. to L.C., including the Wyles Collection.

Mrs. Sara Neal Berry is the new Librarian of the College Laboratory School at Fresno State. Ralph Stierwalt, a Fresno graduate, has joined the staff and plans to attend library school next year.

The name of the Hoover Institute and Library on War, Revolution and Peace has been changed to the Hoover Institution on War, Revolution and Peace.

David W. Heron, former Acting Associate Director, has been appointed Associate Librarian of the Hoover Institution. Alice Charlton has retired as Chief of the Catalog Division. Elmer Grieder has returned to his post as Associate Director after two years in Turkey.

At Stanford, Julius P. Barclay (Col. 53) has been appointed Special Collections Librarian. Richard D. Johnson (Chicago), is a new reference librarian in the Division of Humanities and Social Sciences. Mrs.

Ellen R. Reidel (Carnegie '56) is the new Engineering Librarian.

San Jose State has added the following new staff members: John Canario (UCB), Circulation; Donald Johanna (Denver), Instructional Materials; Irwin Mayers (UCB), Circulation and Cataloging; Virginia Titus (UCB), Social Science; and Emory Hinsberger (UCB), Circulation.

Judith Allen (UCB '57) is now on the SFSC Library staff. Librarian Kenneth Brough says construction will begin this fall on the large addition to the building.

Eliza H. Pietsch has joined the Rare Books Department at UCB. John P. Womack, a Texas School of Library Service student, is at UCB's Librarian's Office for temporary internship. Mrs. Eloyde Tovey (Okla.) has joined the G & E Department and Jean Hudson (Simmons '57) is now with the Order Department.

Mrs. Kathryn Norton, head of the Morrison Library at UCB, died July 4 after a short illness. She had been on the staff since 1955.

Ray E. Held (Emory '48) is a new Assistant Professor at the UCB Library School. He was formerly Assistant Professor of Library Science and Assistant Director, School of Library Science, University of Oklahoma.

Mrs. Alice Pat McDonald (SJSC) is new Assistant in Education Reference at Sacramento State. The Library has recently formed a staff association to help fill needs of a growing staff.

The UC Library Council has requested \$18,400 from the Council on Library Resources, Inc. to investigate the feasibility of rapid transmission devices in libraries, an idea that originated with Frazer Poole, Assistant Librarian at UCSBC. The project will probably last nine months and require the full-time services of an engineer in charge.

For libraries that could not afford it at the o.p. price of \$2,500 or more, Pageant Book Co. of New York has plans to reproduce the basic LC CATALOG in 167 volumes. Price will vary according to demand, somewhere between \$1,000 and \$1,500. The Edwards Brothers imprint issued in only 400 sets has long been out of print.

Education for Librarianship— Some Observations

BY ROBERT L. GITLER

LAST NOVEMBER when I was first invited to be present to address this group, it was then suggested that the essence of my remarks be concerned with recruitment inasmuch as it was first thought the recruitment topic was to be the theme for this entire day's meeting. At the same time, it was also suggested from other quarters that attention be given, too, to the consideration of the ALA plans for education for librarianship. And finally, it was proposed that I discuss something about education for librarianship in Japan—the Japan Library School at Keio University in particular.

Now any one of these topics warrants full treatment in itself: Recruitment, because, if you will allow a slight paraphrasing of a much overworked adage, it is like the weather in that everyone talks about it, but no one seems overly happy as to what is being done about it; the ALA plans for education for librarianship, because the ALA is you, is us, not 50 East Huron Street, and what ALA plans in re education for librarianship is what 20,000 ALA members plan; education for librarianship in Japan and the Japan Library School in Keio University, because after six years association in that milieu there are certain observations that warrant full treatment.

Surely recruitment has bearing on education for librarianship both quantitatively and qualitatively. Viewed quantitatively, it long has been apparent to all of us engaged in library work that there is room, there is need, for many more persons in the profession of librarianship than we have today. In some areas and situations the needs are acute. Nor are we unique in this among the professions that fall into

the category social and educational. Nor need we confine it to these categories alone. Today, if we judge by what we read in the journals, the newspapers, what we hear on the air, we learn that there is an urgency for the recruitment of outstanding young people to the fields of science, technology, engineering. "More doctors" is a plea that is heard, too. In a recent radio panel, the dean of the University of Illinois Medical School brought out the point that where ten years ago there were four applicants to enroll for every vacancy, today this has been halved to two. And the constant and long standing need for more teachers, nurses, social workers—and of course librarians — has become almost endemic in our society. All of these fields in a sense are in competition for manpower, and any approach to recruitment which is made by librarians, if it is to be effective, should be realistic in programs that are undertaken towards attracting desirable candidates for librarianship.

Still viewing this matter of recruitment quantitatively as it relates to librarianship, it must be obvious to all of us that unless we can increase the number of students entering the field, there will be fewer people graduating from our library schools tomorrow than there were yesterday. During the period January 1955—July 1956 approximately one hundred less degrees were granted by accredited library schools than during the same period, January 1954—July 1955. Possibly one hopeful sign is that the total enrollment increased by approximately two hundred during that same latter period—mostly swelled by part-time, in-service or work-study students.

There is a growing literature on recruitment and there is, too, not only an increasing awareness of its importance, but things are being done about it—the previously paraphrased adage to the contrary notwithstanding. The Joint Committee on

Ed. Note: Robert L. Gitler, Executive Secretary of the Library Education Division of ALA scored an impressive hit with this talk at the CLA Southern District Meeting in San Marino April 27.

Library Work as a Career is not an integral part of ALA. It has often been criticized for being nebulous and largely ineffectual. But this hardly is a correct appraisal of its work. The fact that it is so large and loosely-knit a body probably has made for its being an unwieldy unit. The chairman of the committee, however, has developed a productive program and one of its results is Mr. Harvey's "Action Manual for Library Recruiters." Printed originally in September 1956 *Wilson Library Bulletin*, separates of this twelve-page manual have been made available by the H. W. Wilson Company.

A number of ideas, methods and techniques for carrying on a recruitment program are developed in this and steps for further exploration are also suggested.

But it is not my purpose here today to discuss recruiting techniques. I believe you know them as well if not better than I. But I believe it can be said that there are two kinds of recruitment — personal (or individual) and collective. The latter may be further classified into institutional, associational, committee work, etc. I strongly believe that the most effective type of recruitment that we have is the personal recruitment. This is borne out in inquiries made of library school students and graduates. A large percentage of them have come into librarianship as a result of the initial stimulus coming through a librarian with whom they have come in contact somewhere along their educational program.

As familiar as this sounds, and as obvious as this is, we must not lose sight that this is still one of the most effective devices — the personal responsibility for recruitment. Without it no amount of brochures, promotional literature, conferences with guidance counsellors, campaigns and promotion can or will be effective. This is one of the aspects of recruitment I had in mind when mentioning earlier that we must be realistic in our approach to recruitment. And being realistic means working at it ourselves.

Another factor which comes under the heading "realistic" is this. To just what are these much sought after recruits being recruited? In our journals there are many

gratuitous statements to the effect that 10,000 librarians are needed, that there are ten jobs for every graduate. Are we sure about this? It probably is true that there may be 10,000 vacancies in libraries. But are these jobs for professional librarians? Three weeks ago I had the pleasure of visiting one of the South's leading university libraries. There the Director of Libraries told me that in his reorganization — he had assumed the post but three years previously — he found himself "blessed" by the "shortage" of his staff. For in his reclassification of the professional positions he discovered that he really needed but one additional professional staff member; the remaining vacancies could be better filled by non-professional clerical assistants. This again is a realistic factor to be considered as we undertake recruitment.

So much, then, for our consideration of the quantitative aspects of recruitment. Of course, numbers are important. But there is something else of which we must not lose sight in our approach to recruitment — this is the qualitative factor.

As promising and exciting as it may be for us to explore and further develop for use in progressive librarianship such areas as those concerned with the rapid selector, the electronic retrieval of information and related modern marvels, we cannot deny nor must we overlook something else. The human factors — mind, personality, the sum total of personal attributes — these are still the motivating force in any element of organization. So, if we would recruit appropriately we must focus our attention on the practitioners of librarianship.

What do librarians do? What do they need to know? How best may potential recruits be prepared for library service? These elements always must be in the minds of library educators. Lastly, and very important, what *kind* of people should they be? These matters should be of real concern to every librarian as well as to the library educator. I think we cannot emphasize too much the recruitment to librarianship of the "right" kinds of people.

Now this calls neither for the old, introvertish, thick lensed stereotype, nor does it warrant staffing libraries with bill-

board type extrovert but inept beautiful people. Librarianship today no longer occupies a unique bracket within the professions. It requires no more, no less, ordinarily, of what is required in seeking high grade personnel for the professions of most other fields.

There is room in librarianship for a wide variety of people with varying personal inventories. It will be better for librarianship if those who are recruited to the field are endowed with the nature and temperament that makes them an asset in working with people. They should have both an interest in and an awareness of books and materials—factual and imaginative. They should have the spirit and the will to contribute purposefully, by virtue of their education and preparation, to whatever area of librarianship they may find themselves in.

We should and have need to recruit to librarianship the kind of men and women who will understand and exemplify professionally what may be called the MacLeish credo of Librarianship. Although Mr. MacLeish received anything but a hero's welcome to the profession, if I recall correctly a certain ALA held in San Francisco, it cannot be denied that his philosophy has been a vital plasma for the blood stream of the library profession. Known to all is his eminent essay, "Of the Librarian's Profession," any part of which I am reluctant to paraphrase, for the eloquence of and flow of his prose is close to poetry.

The crux of the MacLeish credo is that the librarian's profession will be defined and its essence determined by what we, its practitioners, mean and how we employ in action books, libraries and librarians. He further develops his essay pointing out the distinction between the concept of the librarian who is a "keeper, little more than a check-boy in the parcel room of culture" in that he is concerned only with the physical book and its preservation, and the librarians for whom the book means the intellectual book, that which is of the spirit, of the realm of ideas, that which can enrich and have impact on the minds of men.

This qualitative aspect of recruitment, then, is not to be overlooked if we are to

add to our rank and file truly professional colleagues, rather than pedestrian-minded sharecroppers. Qualitatively, it is only the truly professional person who will accept challenges, work with dedication on programs, as have many of our people, such as those who have worked for the Library Services Act; on committees such as those which have worked to develop Standards for Public Libraries, and on the program for the new school library standards still in process.

Personnel qualitatively recruited to librarianship, become the librarians who push forward the progress of the field in giving of themselves and their abilities over and beyond the stage of adequate performance, beyond that which is expected of them.

Another facet to which I can give but brief mention, let alone attention, today, is the ALA and education for librarianship. This not only deserves, but requires full treatment. I shall not pretend to full discussion of it here even though it is my job 12 hours out of every 24.

As of this June the present program of re-evaluation of previously accredited (as of 1948) library schools under the new *Standards for Accreditation of 1951*, as well as visits to new library schools established after the new Standards were adopted, will be completed.

You may recall that prior to the adoption of the 1951 Standards by action of the ALA Council, there had been no revision of standards since the publishing of the 1933 *Minimum Requirements*. The 1933 *Minimum Requirements* recognized two types of library schools at the graduate level and one at the undergraduate level.

In the new (1951) *Standards* attention is focused on a basic professional program of library science which represents a minimum of five years of study beyond the secondary school and which leads to a masters degree. The correlation of study in academic subject fields together with librarianship, particularly at the graduate level is a feature of the present pattern of the basic education for professional librarians.

With the adoption of the 1951 Standards there no longer is provision for the Type

I, II and III schools. This meant that the former undergraduate program schools either will have to shift and reconstruct their programs to qualify for a graduate level program or eventually lose their accredited status. This was not the result of any oligarchic action by the Board of Education for Librarianship. Rather, the 1951 Standards were arrived at only after representative committees with membership from many segments of the ALA had studied, prepared, revised and brought before the membership of ALA for discussion the results of their work. And, after further revision these Standards finally were approved by Council in 1951.

Now although there are but 35 accredited library schools, a U. S. Office of Education survey indicates more than 570 institutions throughout America are offering anywhere from 1-40 units of library science, so-called. Some of these are undoubtedly bona-fide programs, reasonably well supported, staffed, and carried on. But it is to be expected that most fall into a category far below what is consistent with strong educational professional preparation. Yet these agencies are turning out people, and with the wide variety of levels of certification that exist throughout the country, their products find jobs.

What to do about this proliferation of library education programs — many which are sub-standard — is one of the matters to which attention must be given. And the approach must be positive and constructive if it is to be helpful to the over-all situation. Possibly something by way of a solution is to be found in the further cooperative, joint accrediting activities of the ALA with the regional accrediting agencies, working in concert with the National Council for the Accreditation of Teacher Education.

Finally, the third and last facet of the trio of topics on which I am endeavoring to speak today is one over which — fortunately — the timekeeper will have control, otherwise I might continue on it indefinitely. I refer, of course, to the Japan Library School, Faculty of Literature, Keio University.

The history of the establishment of this School probably is known to most of you

here today, for many may have heard one or all of the reports which were given at two Midwinter and one Annual Conference during the past four years. And although I am prepared to report at some length on the Japan Library School of Keio University, there will be no chronological detailed account of its history today.

Rather, we shall try to stand off and look at it in somewhat, if not entirely, the same way an evaluation team views an institution during an accreditation visit. One of the most important considerations is to view the school's objectives and to determine the extent to which they have been and are being achieved. So let us look at what were the objectives of JLS of Keio University at the time of the library school's founding, with an eye to measuring the achievements.

1. Development of a library school curriculum — a professional school — at the university level
2. Recruitment and preparation of promising young people for the field
3. Provision of institutes and workshops for in-service librarians
4. Acting as consultant center for advice and guidance of librarians in all fields
5. Developing and preparation of teachers of librarianship
6. Through the foregoing, and the School's prestige, assisting in the upgrading of the library profession generally in Japan

Originally when the idea of the school was conceived, foreign (US financial) support and guidance was thought of for the first year, or 15 months at the most. But early in the school's program it became clear to the director and the faculty that the matter of achieving preparation of teachers of librarianship would scarcely be started let alone achieved within the first year. It is problem enough here in the United States, the matter of developing good teachers of library science, let alone abroad. It was because of this factor primarily — although there were others — that representations were made to ALA and the responsible government agencies proposing an extension of the period of

assistance in order to allow for foreign faculty until they could gradually be successfully replaced by Japanese resident faculty as they become ready for the posts.

Known also to many listeners here today is the story of how, in the emergency period caused by the Peace Treaty which stopped financial support to non-military activities then receiving U.S. assistance, temporary "tiding-over" was provided by the Japanese Tokyo-To finance ministry. ("To" is a special Japanese term comparable to combined city and prefecture, or city and county administrative unit.) Also known to many is the plan that was developed to carry over a four year period, which provided for the gradual, complete assumption for financial support for the school by the Keio administration and the corresponding diminution of Rockefeller Foundation funds, as the transfer became complete.

That milepost was reached on schedule as of 31 June 1956.

Returning then to the school's objectives — to what extent may we consider that they have been achieved?

1. The curriculum—The library school at Keio is not the first program in education for librarianship in Japan. For some 25 years before the Keio school's establishment, the Monbusho Institute of Library Science, popularly known as the Ueno Library Training School, existed. But although it began under distinguished leadership with high goals, within the first year or two of its existence, it found itself at a pedestrian level. And despite the fact that it has turned out some good people, it has been without influence most of the years of its life. Interestingly enough, one of the by-products of the Japan Library School has been the strengthening of the Ueno School in many ways—most of them indirect. But a very direct gain was achieved by them with their appointment last year to its full-time faculty of one of the JLS graduates.

With reference to the curriculum, the past four years have allowed for a more gradual development and real integration of the JLS faculty program. It has become better balanced, better scheduled and has been made a genuine, integral part of the

Keio pattern of the Faculty of Literature curricula. It is now completely integrated and today's students do not feel "apart" from their classmates as did the first two or three classes.

Again, with reference to library programs that existed before the advent of JLS, in addition to the Ueno School, short courses and workshops of a kind had been held intermittently over a period of almost 50 years. I am not sure this was known to the authorities responsible for inviting us. Also, only very recently did I learn of the existence for almost ten years, some thirty years ago, of library science programs in certain normal schools in the country. The whole history of education for Librarianship is not without its colorful figures in Japan.

For example, there is active today in the library publishing and supply field, Fujio Mamiya. For fifty years he has been a healthy, although too seldom heeded, voice in Japanese library circles. Fifty years ago he came to America, studied libraries, publishers and publishing in New York City, and he still feels his kinship from his association with the New York Public Library of that era. He is remarkably vigorous and even now is one of the most dynamic figures in the Japanese library scene. In some respects he is reminiscent of our own late and much respected H. W. Wilson.

2. Recruitment — It may be said that librarianship is known today in Japan as never before. Part of this is due to the fact that Keio is a university of great prestige in Japan. Just as Harvard developed one of the first schools of business administration in the United States and became pre-eminent in the field early in the day of specialized university business education, so Keio has surely given prestige to library science; so has its American and Japanese faculty who travelled everywhere at all times when it was available. Approximately 600 inquiries about enrollment are received annually. Of this number, 12 to 15% are processed. Only 8 to 10% are enrolled.

Of course the American faculty has been a tremendous drawing card. Last year the American Director was the lone foreigner present. This year may well prove to be a

critical one for recruitment — but there are a number of factors which support the belief that the recruitment will continue at a satisfactory pace.

3. In-service workshops and institutes—The holding of these sessions for the purpose of assisting in-service librarians to qualify, actually and legally for their jobs proved to be a tremendous boon to the school as far as its public relations were concerned. Many unexpected dividends accrued. It was afforded entree, too, to the potentially conservative, adamant job-holding group. And what was equally important was that it gave them, much to their own surprise, the feeling of "belonging"; and they later accepted with less reservation our university library science graduates. Furthermore, the workshops as developed by Keio proved to serve as models for others elsewhere throughout Japan, and they were recognized as being superior to the "locally grown" variety.

4. The consultant function—This mushroomed beyond our widest expectations. The Director's one manifesto — "the principle of constant availability" — on more than one occasion proved almost to be the undoing of some of the faculty. But it was very important that this concept and the sincerity of its application never be lost sight of. Nor was it. Nor should it be by any who may go to Keio (or to other parts of the world, for that matter) in the future.

All areas of librarianship came within the faculty's province: plans were drawn; pilot projects for storytelling sessions, reading guidance were worked on and carried out; catalogs were revised; classification schemes explored, revised; extension programs were criticized, expanded, retrenched; standards of education for librarianship were developed — this last is an entire subject for discussion in itself.

5. Preparation and development of faculty — This has been, and probably it always will be so — the most difficult of aims to achieve. As the only university level school in Japan, it means that JLS should, for the most part, take only its own graduates. In Japan this is considered sound educational philosophy. In the

United States we consider it, in the extreme, inbreeding. This can be overcome in part by sending faculty abroad to study, to widen their horizons.

One of the JLS faculty is American educated as well as Keio prepared; another is German trained (pre-war chemistry Ph.D., plus seven years as head of the descriptive cataloging section of the National Diet Library); also, he is a Keio workshop man; two others are Keio educated in library science, but have other university degrees prior to Keio's: one in technology, the other in teaching education.

And, the new Director, Professor Hashimoto, a Keio philosophy graduate of some years ago, is also German university educated. From 1951-1956 he was leading "Standing Director" of the Keio University; also he is President of the Japan University Accrediting Association, and is an astute man in higher education in Japan. It may be added that his understanding of what is meant by "general education" is more clearly expressed by him than by some of our educators here in America. Ever since the school was established at Keio, Director Hashimoto was the man with whom all planning of curriculum, facility, budget, etc., was expedited. He *knows* the program, and has been prominent in pushing through the curtain of tradition in the University's senate. He is held in high esteem in the education world of Japan. But as he is not a librarian, he will not teach. But he will be the rock to which all the youthful faculty can anchor, cast off and return.

Another American trained faculty member is scheduled to return to Keio this year having had his masters degree from Western Reserve University, plus two years experience in New York Public Library. The faculty would measure well, despite its youth, against their colleagues in American Library Schools.

6. Upgrading of the profession — This is a factor which is not expected to be completely accomplished in a limited period of time. Yet there are a number of signified features which point to an improvement.

(Education for Librarianship . . . page 275)

THE FAR CORNERS OF PASADENA

BY FRANCES CHRISTESON

PASADENA HAS BEEN very fortunate to be able to keep pace with the users of its public library as a population which reads on an average of twelve books a year — twice the national average — has increased to 110,475. Its central library and five branches circulated 1,266,694 books last year to 62,922 borrowers. Many of these borrowers are registered at branches which are considerably farther from their homes in the new development areas than the one mile radius which has been the library's plan for branch expansion. The passage by a 4 to 1 vote of an \$11,000,000 bond issue in March 1956 provided \$372,000 for library branch buildings. One of these buildings was already on the drawing boards, another was in the exploratory stage and the third was a gleam in the librarian's eye. It really was more than that for the three lots had been purchased, well located near schools and in the hearts of the three new residential areas which mark the final development of such areas that can take place within Pasadena's boundaries.

A well-located Central Library and eight branch libraries then is the coverage which will bring good library service to the residents of Pasadena. Within the year this plan will be a reality, for the sixth branch, Linda Vista, was opened in January 1957, the seventh, San Rafael is about completed and will be opened in July 1957, with the eighth in the Hastings Ranch area to be started early in 1958.

As soon as the bond issue money was available, contracts for the Linda Vista branch for \$55,841 and for San Rafael for \$50,977 were awarded. Additional contracts for shelving and furniture amounted to \$14,000 for each branch. Each of these branches is 3,500 square feet but the Hastings Ranch building will be considerably larger, probably the largest branch in the system.

In the case of the Linda Vista branch, stone facing on the panels under the adult reading room windows creates pleasing contrast and architectural interest. The colors used on the interior are aqua end walls, coral acoustical plaster ceiling and fawn side wall. The exterior is a warm tan which is flood-lighted at night. The roof is built up composition with white rock surface.

A new type of construction was used in the Linda Vista branch. The basic construction is Switzer panels, precast concrete panels ten feet long, two feet wide and ten inches thick. Units cored to accommodate steel reinforcing, and electrical conduits, and to transmit forced air for cooling and radiant heating are cut to specification at the plant and arrive at the construction scene ready to erect. The panels take paint well both inside the building and out since there is no releasing agent used in their manufacture. The material is highly resistant to fire and earthquake damage and completely impervious to the ravages wrought by termites or dry rot in some other materials.

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Two social events confined to the official families, Heads of Pasadena government departments, and later to the staff of the library, — preceded the formal opening of the library to the public on January 29, 1957. The Librarian invited the Heads of the departments to adjourn for luncheon in the branch after one of the regular Heads of Departments meetings in the City Hall. If one had looked in at the windows two days before this luncheon at the piles of packaged shelves, table tops, table legs and segments of the charging desk, he might well have wondered at our temerity in inviting city officials to lunch amid the confusion. Come the day however, the workmen had five tables ready and the chairs had been unpacked so that the coral glow of the upholstered chairs

ED. NOTE: Frances Christeson, formerly a member of John Henderson's L.A. Co. Library staff is now head of Pasadena Public Library's growing branch system. Working with Chief Librarian Marjorie Donaldson, Miss Christeson will soon forge the final link in chain of branches giving complete branch coverage and library services to all of Pasadena.

and the beautiful blonde birch wood used throughout was in evidence, not only in the furniture but also in the stacks which were partially installed. The recessed fluorescent lights were functioning but the draperies of white fibre glass known as Soft Flex with a vinyl coated tropic weave which is light repellent when drawn during film programs, were not yet installed. And, as we had hoped, the men were greatly interested to see the building at this stage in its development, examining the construction and probing into the mechanics of assembling the furniture like any group of do-it-yourself enthusiasts. The gifted hand and eye of several staff members were evident in the arrangements of bleached manzanita and camelias which even the male guests admired so much that their minds almost strayed from the epicurean food our superlative cooks set before them. As the guests left, they could be heard remarking to each other that it was a pleasant thing to contemplate that the plans for the other branches were well advanced for they were already savoring a similar occasion when San Rafael opens in July.

The library staff as a whole had a preview on Monday, January 28th when an open-house-coffee-party was held all day so that everyone could arrange to visit the branch some time during the day and inspect the functional and appreciate the esthetic features of the building. They supped coffee and rolls in the patios which open off both the children's and adults' reading rooms and sat on the built-in redwood benches running around the edge of the planting area. Bamboo showing above the walls from the neighbors yard provided the temporary green setting which is being replaced by the beautiful landscaping by the Parks Department. The staff room is simply furnished with modern pieces, a couch, coffee table, round dining table and two chairs. A counter-balanced pull-down lamp with match-stick shade is in keeping with the natural shade match-stick draperies at the window and door. The staff happily uses the small sink with garbage disposal, two-burner electric stove and a refrigerator which is contained in the Dwyer cabinet unit set into a recessed place built for it. Following a tradition of many years as new branches were

opened, the staff-visitors came bearing house warming gifts of flower containers, frogs, dishtowels, pots and pans, can openers, silver, glasses and all manner of useful items without which no household, even a library one, can function. The floor covering in the staff room is the same as is used throughout the building, Con-goleum cork tile.

The Sjostrum furniture and the Remington Rand shelving was finally all in readiness for the formal opening on January 29th, when Linda Vista branch went on to its regular schedule, Monday and Wednesday from 1 until 6, Tuesday and Thursday from 1 until 9, Saturday from 9 until 6, and closed on Friday. This is the schedule of hours open to the public which it is anticipated our three smaller branches will follow.

The three new branches serve communities of owner-occupied residences and are located very close to the elementary school in each area. The Linda Vistans have seen the day when their branch was opened to their eager patronage. The people in San Rafael see their branch almost completed and look forward to July when they may use it. When the families in the historic Hastings Ranch area begin to have library services closer to their homes than are the two distant branches they now use, the people of Pasadena will all be living within the mile radius of a library. Such expansion is thrilling for the staff and gives opportunity to a number of them to advance into branch librarian positions. Since two of the branches serve a predominately juvenile borrowing public trained Childrens librarians receive special consideration in qualifying for these new positions.

City Librarians Doris Hoit in the past and Marjorie Donaldson in the present have dreamed and planned and provided the stimulation, enthusiasm and plain hard work necessary gradually to extend to the four corners of Pasadena the complete library service most residents have enjoyed and now all may enjoy.

Mortimer Collins, author of *The Secret of Long Life*, died at the age of 49.

—University of Washington,
Library Information

I Remember the Library

BY W. R. LUNDGREN

I DO NOT KNOW if there is some peculiar chemistry that gives to the nine-year-old American boy a sense of continual pleasure simply in drawing breath, of continual excitement in the discovery of the commonplace, but this is the way it was with me when I was nine. This is the way it was with me in 1927. It was a happy year in which to be a boy. Lindbergh landed in Paris and my father was the most excited man in Chicago, Illinois. But two events of even greater importance happened then. My brother was born and I discovered or began to use the Rogers Park branch of the Chicago Public Library.

If Lindbergh's flight and my brother's birth opened endless avenues of speculation, entertainment and responsibility for me, the yellow library card issued to me in 1927 did even more. It was the gift of everything in print and I do not think I can ever really repay my resulting debt to those gentle old librarians who led us, my older sister and me, along the shelves of juvenile literature from A to Z, then let us wander apparently unopposed throughout the rest of that big yellow-varnished and high-ceilinged room looking for fresh adventure, and finding it.

We were not necessarily bookish children and I do not want anyone to think that this was so. The library, pleasant as it was, was never a place in which to spend much time. For me it was only a stop on the way to wherever boys are forever running to do whatever it is they must forever do.

Next to the library was a firehouse and the shore of the lake was just a few blocks away. We were much more apt to be heading for these bright destinations whenever we raced down Greenleaf Avenue but we never went near the library without stopping to go in.

ED. NOTE: W. R. Lundgren, a Redlands businessman, made a real hit with the staff of the San Bernardino County Public Library in giving this address at their annual branch staff meeting. Because it presents so well the library user's appreciation of library service, CL feels justified in including it here.

I will never forget that big old room with its particular quiet and its pleasant smells, not just of books and paper but of paste and pencil sharpenings and Sanford's ink, of snow-soaked wool in winter and of rainwashed coats and caps in spring, of lilac cologne the ladies used and flowers and ferns they grew in a carefully tended window box, of powder they wore and peppermint, and of food in brown paper shopping bags left with dripping umbrellas and overshoes at the door by women who just dropped in for something to read on their way from neighboring grocery stores. I will never forget the small excitement with which we looked for books.

What did we read that year? I have no idea. I was a patron of the library, along with my mother, my father and my sister for so many years that I do not know when it was we began to read the Doctor Doolittle stories or how long it took us to progress to Joseph Altsheler and from there to Dickens and Sabatini, E. Phillips Oppenheim and Walter Scott. I was a catholic reader and you might find strapped to the crossbar of my Flexible Flier sled in the wintertime or roped to the fender of my bike as soon as snow had left the streets anything from THE INSIDIOUS DR. FU MANCHU or ALL QUIET ON THE WESTERN FRONT to KIDNAPPED or DAVID COPPERFIELD. I do not know what formed my taste or led me to choose one book in place of another. If the librarian performed this service for us, we were unaware of it. The only book I can remember ever having been advised to read was WINNIE THE POO and this was so often suggested to me by one old lady with a tired voice that I took exception to poor Mr. Milne and never read anything he wrote until some twenty-five years later when my children demanded it.

No, I am sure we were never directed to read specific books. We were simply encouraged to read. From the moment you walked in those swinging doors and step-

ped on the polished brown linoleum to turn in last week's books until you left again with the next week's supply tucked underneath your arm, there was a pleasant air of warmth and welcome and encouragement in the library. We were more than encouraged. We were made to want to read. I think those ladies would have let us read even ULYSSES then, if we had been able to pronounce the title, except for the shameful fact that it was banned. And as a result of this encouragement we became voracious readers, my sister and I. We went to the library at least once a week, sometimes together but more often alone. We frequently returned each other's books yet never did either one of us ever permit the other to use his or her card. We were too competitive for that, jealously guarding — hoarding, perhaps, is a better word — the spaces on our cards. We did not both try to read the same books for our tastes were different even then. But if I read five books in a week, Helen kept up with me. We measured our progress by the rate at which we used up library cards.

They were bright yellow, about the size of a filing card, stamped with the name and address of the library and with the usual stern warning in small print advising the reader to take care of the books, to return them promptly or pay a fine. You could, the card informed you, draw five books at a time, keep them for two weeks and renew them for two weeks more. There were no other restrictions.

Beneath this notice there were columns of double spaces, small rectangles framed by intersecting lines in which the librarian stamped the date on which you took each book and the date on which it was returned. She would then replace in her hair the yellow pencil to which the small rubber stamp was affixed and hand you your books. You could check out sixty or seventy books on a card. Then you had the card renewed. And this was the prize for which we raced through book after book, the right to draw a brand new card. This childish race to fill the blank squares on a card is unimportant now, except for the implication in the fact that we were free to play this game, that all the resources of the public library were at our disposal when, by the time we were twelve and

thirteen, we had graduated to adult cards which were a deeper shade of yellow and with which we could take home seven books at a time. Then you could read a new book every other day! From that time on we read anything we could find on the shelves and if we discovered something the branch library did not have, it would be ordered in our name from the big main library downtown in the Loop. This was a definite mark of maturity, to be able to ask for something the library did not have on its shelves, to set in majestic motion those mysterious agencies that picked from a shelf downtown the book you wanted and brought it here for you to read, to come proudly into the library with a penny postcard and request the book that had been sent for you. This indeed distinguished one in our small world. This made you *it*.

Now it may be concluded from this that we were unusually precocious in our taste for books but I do not really think we were. The library was, and still is, a place for children to meet. In those old days it was something more. It was a place to which whole families went together. I can remember going in parties to the library. Sometimes on winter nights my father would drive us all down Greenleaf Avenue in his Hudson Super Six, my sister and me, the girl next door, a boy who lived upstairs of us, another boy from across the street and his sister too. And we would all troop in together through fresh snow that whitened the broad walk outside the door, my father looking for something by Joseph Conrad or Philip Gibbs or, for my mother, Warwick Deeping or Ellen Glasgow while we kids broke for the Indian yarns or pirate tales or whatever happened to be popular with us that week.

We were a reading family but so were the other families in our neighborhood and the writing done in the years of my boyhood seems to reflect this fact for they were the years of Hemingway and Lardner and of Scott Fitzgerald, the years of a really great period in American letters, a period whose greatness is only now beginning to be appreciated and fully understood. The cult of violence had not yet fastened itself on our literature nor had the cult of sex.

We were therefore less inhibited, I suppose, than children are today. Books were "safe," in spite of scandalous novels like Percy Marks' *THE PLASTIC AGE* and Maxwell Bodenheim's *REPLENISHING JESSICA* which my grandmother got from the Literary Guild and promptly hid behind the works of Schiller on the family shelves. Books were safe and there was not much a child could do at night but read. Prohibition had not quite ruined American family life and neither had the automobile. Films were in their infancy. In 1927 I had seen only a few: *THE BIRTH OF A NATION*, *ABRAHAM LINCOLN*, Buck Jones in *CHAIN LIGHTNING* and one of dubious moral value called *THE BATTLE OF THE SEXES* in which a fat old man twisted ten-dollar bills in a young girl's curling hair. I thought she was lucky but my sister said it was very sad. There was, thank heaven, no television. You could hear nothing but static on radio, day or night. And so we read.

My father imparted this habit to all of us. I can remember his reading to us when we were four or five and, though he was somewhat premature in his choice of books, I have never forgotten those he read: *PECKS BAD BOY*, *TREASURE ISLAND*, *TOM SAWYER* and *HUCKLEBERRY FINN*, *THE CHATTERBOX*, which we were given for Christmas every year, *PENROD AND SAM*, *THE WATER BABIES*, *A CHILD'S GARDEN OF VERSES* and *SCOTTISH CHIEFS*. Left to himself, my father could never have afforded the pace at which our interest in reading grew. It was the public library that met our growing demand and filled the hunger for books that grew along with us from the time we entered school and learned to read.

It was in school that I was given my first introduction to a public library, the old red-brick Carnegie Library in Glen Ellyn, Illinois. It was in school that I was given my first library card to the Rogers Park branch of the Chicago Public Library and it was there that my interest grew and my acquaintance with books was broadened. I have never been without a library card in all the years since

then. Public libraries all over the western world have given me books to read. And this, I believe, is one of the greatest privileges we have, that thanks to our public libraries we can read almost everything that has ever found its way into print, and that we can read it all for nothing. It is available to everyone. This being so, the part the librarian must play today is even more important than it was when I was a boy.

For then there was little competition for the pleasure and knowledge the librarian had to give away. Now there is television, films and radio and the terrible fact that books don't seem to appeal to a great many children taught to recognize words without finding any particular joy in discovering how they are made and what they mean. However pleasant it may be today, the librarian's work is often thankless work, touched, I am sure, with moments of despair. But it need not be.

For a long, long time I have wanted to thank someone for the years of pleasure books have given me and to repay in part, at least, my debt to librarians scattered around the world. I do so now. I hope public librarians and the men and women who work in them will go on to do as much for my children as they have done for me. To cultivate in children's minds a love of books is, it seems to me, one of the most important services that any generation of men and women can perform for it is patently obvious that children will never learn anything much unless they learn first to like to read.

Julian G. Michel was incorrectly called Assistant Librarian at the Honnold Library in our previous column. He is Associate Librarian. John E. Thayer, formerly head of circulation at the University of Arizona, is Reference Librarian at the Honnold. Spencer Brown, USC, is Head of Circulation. A new reading room has been established at the Honnold in memory of the late Harvey S. Mudd, to house a collection of biographies.

The absent-minded professor has a faculty—forgetting things done.

UNIVERSITY OF WASHINGTON
LIBRARY INFORMATION

CONFERENCE PLANS . . . (from page 219)

Remember the new requirements concerning conference attendance—meetings are open only to members of the Association. To readers who have never yet been registered members of CLA, we should say that anyone who becomes a member for the first time at the Conference will automatically receive an extension of membership until the end of 1958.

And don't forget Fresno's convention-bonuses: weekend side-trips to Yosemite, Sequoia, and Kings Canyon National Parks are natural extensions of your trip to Fresno for the 1957 Conference.

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DYNAMIC LIBRARIANSHIP

. . . (from page 240)

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Perhaps the most important, practical fact for us today may be that we did not accidentally blow up yesterday; therefore, we have today and tomorrow to work on seeking to restore order and to extend the forces of life and civilization. Librarians should accept this as a challenge. They should not be afraid, but should be in the forefront of the battle to put technology in

(Dynamic Librarianship . . . page 272)

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DYNAMIC LIBRARIANSHIP

... (from page 271)
good use. To do this, librarians should learn all that there is to know about the evaluation, collection and dissemination of ideas. They should be strictly up to date in this. They should work promptly with the intelligence and power.

Humanity is in trouble; we are like people in an automobile running wild in the mountains. How do we put the brakes on before we run over the cliff? In a complex and only partially organized world, this is a big undertaking which will inevitably involve much more than libraries. Success will bring a most interesting future bristling with challenging new concepts. A whole new world begins to appear with almost infinite possibilities for human civilization — unlimited leisure, unlimited materials, space travel, new societies, new civilizations.

Do you see the picture? Libraries can and must be at a central point in all this. Libraries must learn to play their own part as dynamic agencies of civilization in a world threatened with destruction. Only then can we, as well as others, survive.

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INTERLIBRARY LOAN (from page 248)

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- 2) Write the State Library, Sacramento 9, California, on their special forms, for the book. If your borrower doesn't know a specific title, but just wants material on a certain subject, the State Library will select books for him. Other libraries are seldom staffed to give this type of service.
- 3) If the title is not in the State Library, but they give you locations for it in public libraries within the state, write first to the one in your own area — or send your borrower there to use it. If not available within your area, then write to one of the other libraries. Do not write two libraries simultaneously.

(Interlibrary Loan . . . page 274)

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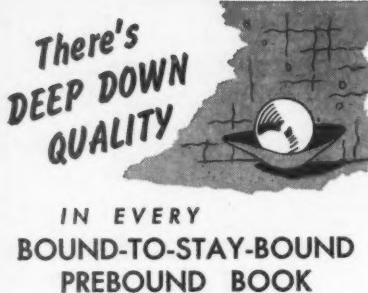
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INTERLIBRARY LOAN

- . . . (from page 273)
- 4) If the State Library has no locations, check the subject indexes to libraries and try possibly a college, university or special library in your section of the state that would appear to have this material. Be sure to use the ALA Interlibrary Loan forms for such requests — one title to a form.
- 5) If not found within the state, and the title is really important — write the National Union Catalog, Library of Congress, Washington 25, D.C. for locations — or, to circularize if they do not have it listed.
- 6) When such locations are received, then write the libraries so indicated, starting with the nearest one. By that time, nine times out of ten, you will have borrowed the book successfully.
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EDUCATION FOR LIBRARIANSHIP
... (from page 264)

The four-year development-transitional program financed by the Rockefeller Foundation to the amount of \$142,800 ended 31 June. Last winter, the then incumbent director was invited to remain permanently or for an extended additional period. The Foundation was again approached for the underwriting of the one position. Meanwhile the incumbent declined the Keio proposal and countered with a proposal — a second stage developmental assistance plan, providing for five years of supplementary foundation funds.

Through the Library Education Division Office at ALA Headquarters we are now in the process of beginning to implement the first year's portion of that grant. This is an assistance service on the part of ALA and the persons responsible.

This then is the situation at the Japan Library School, Keio University and it presents at this time a far more specific picture than may be obtained from other Asian endeavors in education for librarianship.

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Delmatier: <i>American Newspapers in 8 California Libraries</i> 1900-1954		2.00
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